



TO: Higher Education Committee
FROM: John L. D'Agati *John L. D'Agati*
SUBJECT: The 2012 – 2020 Statewide Plan for Higher Education
DATE: February 4, 2013
AUTHORIZATION(S): *John L. D'Agati*
SUMMARY

Issue for Decision

Should the Board of Regents approve the 2012 – 2020 Statewide Plan for Higher Education?

Reason(s) for Consideration

Required by State Statute

Proposed Handling

The question will come before the Higher Education Committee at its February 2013 meeting, where it will be voted on and action taken. It will then come before the full Board at its February 2013 meeting for final action.

Background Information

The Bulletin of the Statewide Plan, approved in April 2011, was sent to all sectors of higher education. The Bulletin included the Regents Topics of Concern and questions to be addressed in each sector's master plan.

At the March 2012 meeting of the Regents Higher Education Committee, the Committee agreed to the Statewide Plan format and to the Statewide Plan first draft that provides a general overview of the current status of higher education in New York as it relates to the Regents-identified topics of concern.

At the July 2012 meeting of the Regents Higher Education Committee, the Committee approved the Department's section of the Statewide Plan to be shared with the Commissioner's Advisory Council on Higher Education and to have the four sectors of higher education master plans incorporated into the draft plan as appropriate.

At the October 2012 Regents Higher Education Committee, the Committee approved the Department to proceed with public hearings on the final draft of the Statewide Plan for Higher Education.

On November 29, 2012 in New York City at The City University of New York Graduate Center and on December 3, 2012 in Buffalo at the University of Buffalo's Center for Tomorrow, the Board of Regents and the State Education Department held public hearings on the 2012-2020 Statewide Plan for Higher Education. The hearing panel included Chancellor Merryl Tisch, Chancellor Emeritus Robert Bennett, Regent Charles Bendit, Commissioner John King and Deputy Commissioner John D'Agati.

Department staff reviewed all testimony and written comments provided at the public hearings for possible inclusion in the Statewide Plan. Some recurring themes included:

- Affordable access to a quality higher education
- High school graduates' preparation for college and careers
- Services for students with disabilities
- Increasing state support for higher education institutions
- Preparation and professional development for teachers and school leaders
- The role of non-degree postsecondary education

Brief summaries of key points from both the New York City and the Buffalo public hearings are included in Attachment A. Attachment B is a list of additions to the plan based on direct input from the members of the Board of Regents and from oral and written testimony of those individuals who participated in the two hearings. A complete listing of all the testimony and written comments from both public hearings may be found at: <http://www.highered.nysed.gov/kiap/StatewidePlanforHigherEducation.html>.

Recommendation

It is recommended that the Higher Education Committee approve the 2012–2020 Statewide Plan for Higher Education.

The Statewide Plan for Higher Education

2012 - 2020



The University of the State of New York
The State Education Department
Office of Higher Education
February 2013

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INTRODUCTION

New York has a proven and effective higher education system of public, independent, and proprietary colleges and universities. To coordinate that system, every eight years, the Board of Regents, in collaboration with the higher education community, develops and adopts the Statewide Plan for Higher Education, setting system goals and objectives. The Plan focuses on major issues affecting the role of higher education in the State and its service to the State's residents, workforce, and community. Regents concerns for higher education serve as the foundation for the Plan, which includes the long-range master plans of the State University of New York (SUNY), The City University of New York (CUNY), and New York's independent and proprietary colleges and universities.

Institutions of higher education are communities of disciplined learning and reflection in which competent professionals actively and cooperatively engage in creating, providing, and improving educational offerings and services to achieve high quality outcomes. Undergraduate education helps assure academic, civic, and cultural success. It is the door to opportunity for effective participation in and contribution to society and prepares students to succeed in postgraduate study. New York has a highly effective higher education system in which institutions give students the ability to develop ethical, intellectual, and social values; contribute to society; succeed in the workplace; and engage in lifelong learning. Within the context of diverse institutional missions and individual aspirations and talents, New York's higher education community helps all students to attain the knowledge, skills, and ethical grounding to contribute to society and succeed in the workplace in responsible ways.

In 2010, the Board of Regents began a strategic reform initiative to ensure that all graduates are college and career ready. This Regents Reform Agenda coincided with national trends to improve the quality of education, and was consistent with President Obama's Race to the Top initiative. The Regents Reform Agenda sits as the primary policy statement for the State's educational apparatus going forward and therefore serves to focus many of the initiatives and innovations in the colleges and universities in New York State.

For the 2012-2020 Statewide Plan for Higher Education, the Regents adopted the following commitment: New York State is a world leader in education. Working together in a highly effective higher education system, the State's colleges and universities – public, independent and proprietary – will demonstrate even greater leadership during the first decades of the 21st Century to continue to advance the educational and economic needs of the State and its people.

The Regents Reform Agenda consists of four broad themes: [1] implementing Common Core Standards for P-12 schools to foster graduates who are college and career ready; [2] building a seamless educational system that enables and supports student progress from secondary to postsecondary and graduate school, or to career opportunities of their choosing, and progress to be tracked from first entry into school through college graduation; [3] recruiting, developing, retaining and rewarding effective teachers and principals in P-12

schools; and [4] implementing initiatives to turn around the lowest achieving P-12 schools. While the impact of these policy initiatives is felt mostly among the P-12 public school districts; higher education will play an essential role in its development and implementation.

In addition to the Regents Reform Agenda and its direct affect on teacher and school leader programs, the Board of Regents has established, for the 2012-2020 Statewide Plan for Higher Education, specific topics of concern which form the priorities for higher education in the remainder of this decade. These topics of concern focus on:

- strengthening connections between higher education and P-12;
- strengthening connections of higher education with other functions of The University of the State of New York;
- strengthening connections between higher education and the State’s social and economic infrastructure;
- improving access, quality, and performance of higher education; and
- addressing out-of-state institutions’ interest in serving New York State students.

Ensuring an affordable and accessible high quality higher education system can serve as the gateway to opportunity and economic success for the State and its residents. In our current economy, 7 of the top 10 fastest growing occupations require a postsecondary degree; therefore, higher education has never mattered more (*Source: Employment Projections Program, U.S. Department of Labor, U.S. Bureau of Labor Statistics*).

As an example of the essential link between higher education and P-12, one need look no further than the many teacher and school leader degree programs throughout New York. Higher education institutions educate the principals and teachers who teach our future college students in math, science, English and social studies. It is essential that P-12 teachers and leaders are prepared to the highest standards and enter elementary and secondary classrooms with a knowledge base and skill set grounded in research-based practices and clinically rich experiences. Another link to long-term effect on student achievement is the pivotal role of cutting-edge scientific research and the exploration of emerging technologies. Development of new knowledge in a variety of academic fields and the creation of new business ventures are a direct result of the success of higher education. It is critical that we move towards a system that allows this type of knowledge to be quickly incorporated into our P-12 system. In addition, higher education provides students an understanding and appreciation of different cultures and cultivates social responsibility, as well as instills a desire to build a better community.

Section 237 of the Education Law establishes the purposes of master planning under the Regents responsibility. The Regents are required to create a master plan for higher education. This plan is called the “Statewide Plan for Higher Education.” Master planning for higher education in New York State should:

- Define and differentiate the missions and objectives of higher education.
- Identify the needs, problems, societal conditions and interests of the citizens of the State of New York to which programs of higher education may most appropriately be addressed.
- Define and differentiate the missions and objectives of institutions of higher education.
- Develop programs to meet the needs, solve the problems, affect the conditions and respond to the public's interests by:
 - Setting goals.
 - Describing the time required to meet those goals.
 - Identifying the resources needed to achieve the goals.
 - Establishing priorities.
- Be in sufficient detail to enable all participants in the planning process, representatives of the people and the citizens themselves to evaluate the needs, objectives, program proposals, priorities, costs and results of higher education.
- Optimize the use of resources.
- Evaluate program effectiveness.

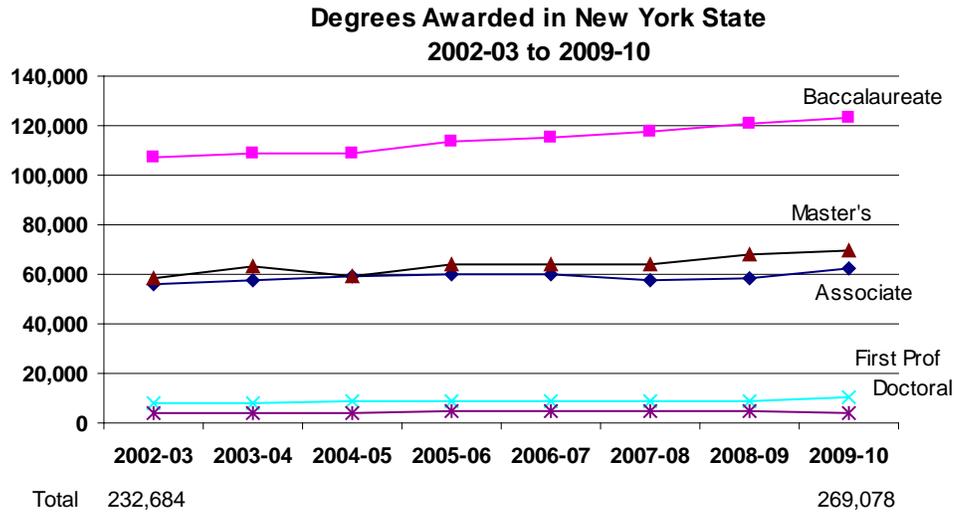
This Statewide Plan for Higher Education describes how New York State can effectively work to both partner and lead the reform agenda which supports the goal of advancing the educational and economic opportunities for New York State and its residents.

An Overview of Higher Education in New York State

New York State has two major degree-granting public university systems: the State University of New York (64 campuses) and The City University of New York (19 colleges). There are also 147 independent (not-for-profit) colleges and universities and 40 proprietary (for-profit) colleges. New York's colleges and universities operate 326 main and branch campuses and nearly 1,900 other locations (including many of the State's high schools). In addition to degree-granting institutions, New York has many non-degree postsecondary institutions that provide job-based training.

As of fall 2011, New York's college and university total headcount enrollment tallied 1,274,778 students (including 1,028,486 undergraduates, 211,007 graduates, and 35,285 first-professional degree students). More than 31,000 programs of study are registered at New York's 270 colleges and universities.

An evaluation of changes that New York's higher education institutions have experienced will provide insight and guidance for future planning. This data will include student enrollment, number of degrees awarded, the link between degree attainment, future income and unemployment rates, high school graduation projections, and financial aid support relative to the cost of attendance at approved institutions operating in New York State.



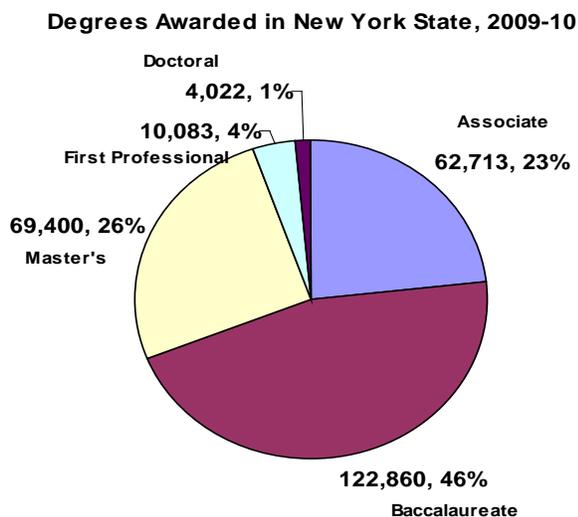
As shown in Table 1, in 2002-03, New York colleges and universities awarded 232,684 degrees while in 2009-2010, the last year for which complete data is available, shows this number increasing to 269,078, an increase of 36,394 degrees. This growth comes despite the fact that the State's relative population during this period remained relatively flat.

Table 1

Degrees Awarded in New York State								
Degree Type	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Associate	55,756	57,844	59,060	59,721	60,338	57,848	58,632	62,713
Baccalaureate	106,945	108,570	108,447	113,312	115,269	117,673	120,643	122,860
Master's	58,148	63,194	59,338	63,612	64,231	63,790	67,895	69,400
First Professional	8,107	8,326	8,526	8,604	8,530	9,020	8,975	10,083
Doctoral	3,728	3,951	4,053	4,505	4,647	4,972	4,582	4,022
Total	232,684	241,885	239,424	249,754	253,015	253,303	260,727	269,078

Data Source: NYSED Office of Higher Education, Office of Research and Information Systems, (ORIS)

Comparison of degrees types awarded since 2002-03 shows an increase across all degree categories. Since 2002-03, baccalaureate degrees awarded increased the most of all degree types in total numbers (an increase of 15,915 over the eight year time period). The sustained increase in the total number of degrees awarded across degree types represents the continued strength of and demand for higher education in New York. The trend also demonstrates the ability of New York State higher education over the last eight years to expand despite an increasingly competitive market. One short-term trend that warrants further investigation is the recent decrease in the number of doctoral degrees awarded, (decreasing by 950 degrees in 2 years, from 4,972 in 2007-08 to 4,022 in 2009-10).

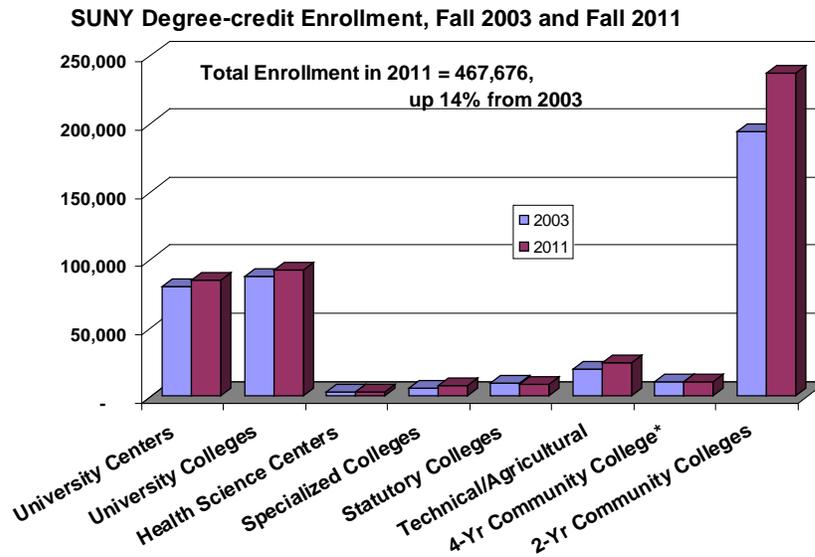


State University of New York

In 1862, the Morrill Act led to the creation of four Ivy League land-grant state colleges, which currently exist under the auspices of Cornell University. The State University of New York in its current form is the nation's largest and most comprehensive state university system. Officially established in February 1948, New York became the last of the then 48 states to create a state university system. SUNY initially represented a consolidation of 29 unaffiliated institutions, including 11 teachers colleges. Since 1948 SUNY has grown to include 64 individual colleges and universities that were either formerly independent institutions or directly founded by the State University of New York. Source: http://www.suny.edu/student/university_suny_history.cfm

The State University of New York's 64 geographically dispersed campuses bring educational opportunity within commuting distance of virtually all New Yorkers (99.8 percent of New York residents live within 30 miles of a SUNY campus). The State University's system of colleges and universities is divided into several categories, based on educational mission, types of academic opportunities available and degrees offered. The categories are: university centers, colleges of arts and sciences, agricultural and technical colleges, medical colleges at upstate, downstate and Stony Brook, the statutory colleges at Cornell and Alfred University and the 34 community colleges. SUNY provides access to almost every field of academic or professional study within the system via over 7,000 degree and certificate programs. While SUNY students are predominantly New York State residents, with representation from the State's 62 counties, there is also geographic diversity with students from every other state in the United States, the District of Columbia, four U.S. territories, and 160 nations. Total SUNY enrollment is over

467,000. Nearly 40 percent of New York State high school graduates attend SUNY and SUNY alumni number over 2.8 million.



SUNY’s degree-credit enrollment data (Tables 2-A and 2-B) shows sustained growth over the last eight years. Since 2002-03, overall credit enrollment increased by approximately 58,000 students with an average annual growth rate of approximately 7,000 students. Of the total degree-credit enrollment growth, 44,000 (75 percent) is attributed solely to the increase in SUNY community college degree-credit enrollment. Of the 8-year total increase in community college enrollment, 26,000 were full-time students and over 18,000 were part-time students.

While SUNY community colleges experienced significant degree-credit enrollment growth since 2002-03, the number of two-year degrees awarded during that period only increased by 7,000. While some students may have opted to continue on for their baccalaureate degree (which increased by 16,000 degrees awarded since 2002-03), this explains the large gap between community college enrollment growth and the small increase in two-year degrees awarded.

Table 2-A

Degree Credit Enrollment, Fall 2003 – State University of New York (SUNY)									
Institutional Classification	Undergraduate		First Professional		Graduate		All Students		Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
University Centers	49,913	4,336	2,549	8	11,738	11,438	64,200	15,782	79,982
University Colleges	63,491	12,846	0	0	3,341	7,867	66,832	20,713	87,545
Health Science Centers	362	262	1,406	0	323	370	2,091	632	2,723
Specialized Colleges	3,423	1,073	280	0	592	749	4,295	1,822	6,117
Statutory Colleges	5,804	1,343	332	0	1,542	9	7,678	1,352	9,030
Technical/Agricultural	16,073	3,926	0	0	0	0	16,073	3,926	19,999
4-Yr Community College*	6,593	4,060	0	0	38	74	6,631	4,134	10,765
SUNY 4 Year Subtotal	145,659	27,846	4,567	8	17,574	20,507	167,800	48,361	216,161
2-Yr Community Colleges	109,876	83,849	0	0	0	0	109,876	83,849	193,725
SUNY Grand Total	255,535	111,695	4,567	8	17,574	20,507	277,676	132,210	409,886

Data Source: NYSED Office of Higher Education, Office of Research and Information Systems (ORIS). Data as of 04/10/2012

*Fashion Institution of Technology

Table 2-B

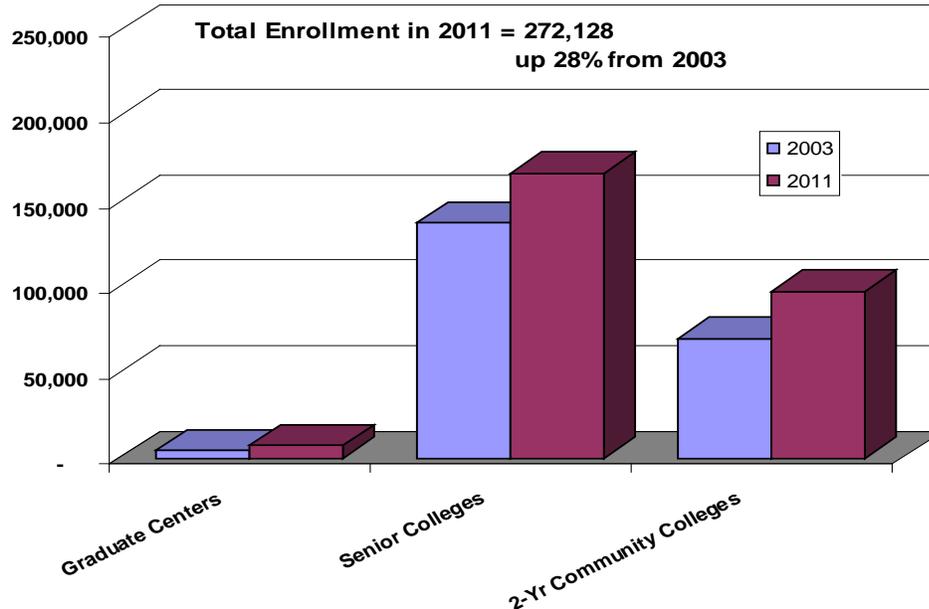
Degree Credit Enrollment, Fall 2011 - State University of New York (SUNY)									
Institutional Classification	Undergraduate		First Professional		Graduate		All Students		Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
University Centers	55,538	4,197	2,621	6	12,247	10,031	70,406	14,234	84,640
University Colleges	71,924	11,616	0	0	3,447	5,796	75,371	17,412	92,783
Health Science Centers	397	248	1,442	0	635	618	2,474	866	3,340
Specialized Colleges	4,546	1,146	303	0	584	749	5,433	1,895	7,328
Statutory Colleges	6,237	17	379	0	1,532	14	8,148	31	8,179
Technical/Agricultural	19,438	4,631	0	0	0	0	19,438	4,631	24,069
4-Yr Community College*	7,141	2,882	0	0	111	89	7,252	2,971	10,223
SUNY 4 Year Subtotal	165,221	24,737	4,745	6	18,556	17,297	188,522	42,040	230,562
2-Yr Community Colleges	135,381	102,061	0	0	0	0	135,381	102,061	237,442
SUNY Grand Total	300,602	126,798	4,745	6	18,556	17,297	323,903	144,101	468,004

Data Source: SUNY System Administration. Data as of 07/31/2012

The City University of New York

The City University of New York (CUNY) is the nation's leading urban public university, serving more than 540,000 students. As of fall 2011, CUNY enrollment included 272,000 degree-credit students and nearly 270,000 adults in continuing and professional education, for a total student head count of 542,000. The City University System supports 24 institutions including 11 senior colleges, 7 community colleges, the William E. Macaulay Honors College at CUNY, the Graduate School and University Center, the CUNY Graduate School of Journalism, the CUNY School of Law, the CUNY School of Professional Studies, and the CUNY School of Public Health.

CUNY Degree-credit Enrollment, Fall 2003 and Fall 2011



About CUNY. 2012. The City University of New York. September 21, 2012. <http://www.cuny.edu/about.html>

With more than 100 nationally recognized research centers, CUNY is one of the nation's premier research systems, promoting discovery in the sciences and engineering as well as in the arts, education and humanities. The City University System's 30 libraries contain 7.6 million volumes, 30,000 periodicals, microfilms, music scores, records, slides, tapes, videos and a wealth of other materials. From their certificate courses to doctorates, CUNY provides postsecondary learning at every level, in almost every field of interest: 1,750 programs, more than 230 majors leading to associate and baccalaureate degrees, and more than 160 graduate degree majors. The City University System's 6,700 full-time teaching faculty members include prominent experts in virtually every field. Guggenheim Fellows, Pulitzer Prize winners and U.S. Poet Laureates have taught at CUNY, and more than 80 percent of full-time professors hold the highest degrees in their fields. The City University System students are remarkably diverse, tracing their ancestries to 205 countries. Of first-time freshmen, 37 percent are born outside the U.S. mainland, and nearly 70 percent attended New York City public high schools. The City University System graduates include 12 Nobel Laureates, among the highest number from any public university in the country.

Tables 3-A and 3-B indicate overall credit enrollment increased by approximately 60,000 since 2002-03. The City University System's community colleges experienced enrollment growth of approximately 27,000 students, which represents slightly less than 50 percent of the total enrollment increase. Another important change in CUNY's enrollment is part-time student statistics. Part-time student enrollment increased from 91,000 in 2003 to over 107,000 in 2011, which is an increase of over 16,000.

Table 3-A

Degree Credit Enrollment, Fall 2003 - The City University of New York (CUNY)									
Institutional Classification	Undergraduate		First Professional		Graduate		All Students		Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
Graduate Centers	0	0	477	1	3,528	580	4,005	581	4,586
Senior Colleges	74,671	37,834	0	0	3,342	21,975	78,013	59,809	137,822
CUNY 4 Year Subtotal	74,671	37,834	477	1	6,870	22,555	82,018	60,390	142,408
2-Yr Community Colleges	39,579	30,724	0	0	0	0	39,579	30,724	70,303
CUNY Grand Total	114,250	68,558	477	1	6,870	22,555	121,597	91,114	212,711

Data Source: NYSED Office of Higher Education, Office of Research and Information Systems (ORIS). Data as of 04/10/2012

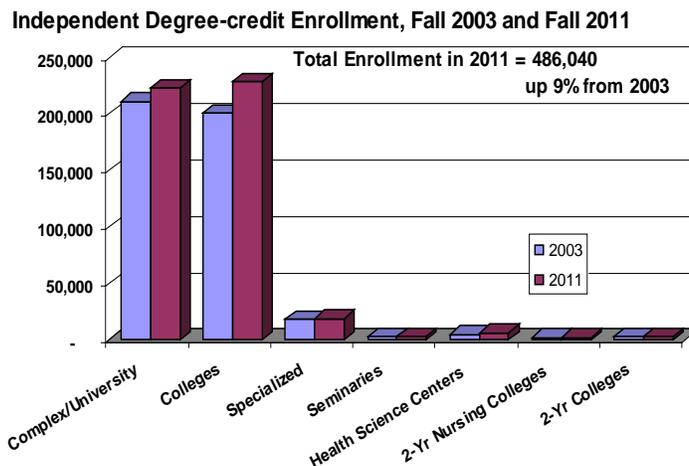
Table 3-B

Degree Credit Enrollment, Fall 2011 - The City University of New York (CUNY)									
Institutional Classification	Undergraduate		First Professional		Graduate		All Students		Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
Graduate Centers	271	949	472	1	4,478	1,092	5,221	2,042	7,263
Senior Colleges	97,257	42,914	0	0	4,737	22,245	101,994	65,159	167,153
CUNY 4 Year Subtotal	97,528	43,863	472	1	9,215	23,337	107,215	67,201	174,416
2-Yr Community Colleges	57,747	39,965	0	0	0	0	57,747	39,965	97,712
CUNY Grand Total	155,275	83,828	472	1	9,215	23,337	164,962	107,166	272,128

Data Source: NYSED Office of Higher Education, Office of Research and Information Systems (ORIS). Data as of 04/10/2012

Independent Colleges and Universities

Many of the independent colleges and universities in New York had their start early in the 18th century and represent some of the finest higher education institutions in the world. In New York we claim two Ivy League universities - Columbia and Cornell. In 1956 a small group of private and not-for-profit college and university presidents came together to form the Commission on Independent Colleges and Universities (cicu). Today, over 100 member colleges compose the largest organized system of private sector higher education institutions in the world. The Commission is governed by a Board of Trustees composed of chief executive officers or institutional trustees of member campuses. They represent the Commission membership in terms of institutional type, size, and geographic location. As of 2001, New York independent colleges and universities enrolled nearly 486,040



students, of which 300,000 were New York residents. These colleges and universities award 54 percent of the baccalaureate degrees, 73 percent of the master's degrees, and 79 percent of the doctoral and first professional degrees earned in the New York State.

Since 2003, the independent sector experienced generally stable enrollment growth increasing over eight years by approximately 42,000 students. Of the eight year enrollment increase, 69 percent, or 29,000 students, were from the sector's four-year colleges and 12,000 students were from the sector's universities. Tables 4-A and 4-B highlight that the independent sector had a significant increase in the number of enrolled graduate students, increasing from 59,000 to 76,000 total students (an increase of 17,000 students over eight years).

Table 4-A

Degree Credit Enrollment, Fall 2003 - Independent Colleges and Universities									
Institutional Classification	Undergraduate		First Professional		Graduate		All Students		Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
Independent Complex/University	107,196	17,707	13,469	1,078	37,868	34,201	158,533	52,986	211,519
Independent Colleges	134,274	22,542	1,630	460	16,060	25,574	151,964	48,576	200,540
Independent Specialized	5,800	1,283	3,065	806	3,898	3,199	12,763	5,288	18,051
Independent Seminaries	433	71	1,128	347	451	841	2,012	1,259	3,271
Independent Health Science Centers	754	23	2,928	1	786	502	4,468	526	4,994
Independent 4 Year Subtotal	248,457	41,626	22,220	2,692	59,063	64,317	329,740	108,635	438,375
Independent 2-Yr Nursing Colleges	1,032	1,152	0	0	0	0	1,032	1,152	2,184
Independent 2-Yr Colleges	2,260	1,096	0	0	0	0	2,260	1,096	3,356
Independent 2 Year Subtotal	3,292	2,248	0	0	0	0	3,292	2,248	5,540
Independent Grand Total	251,749	43,874	22,220	2,692	59,063	64,317	333,032	110,883	443,915

Data Source: NYSED Office of Higher Education, Office of Research and Information Systems (ORIS). Data as of 04/10/2012

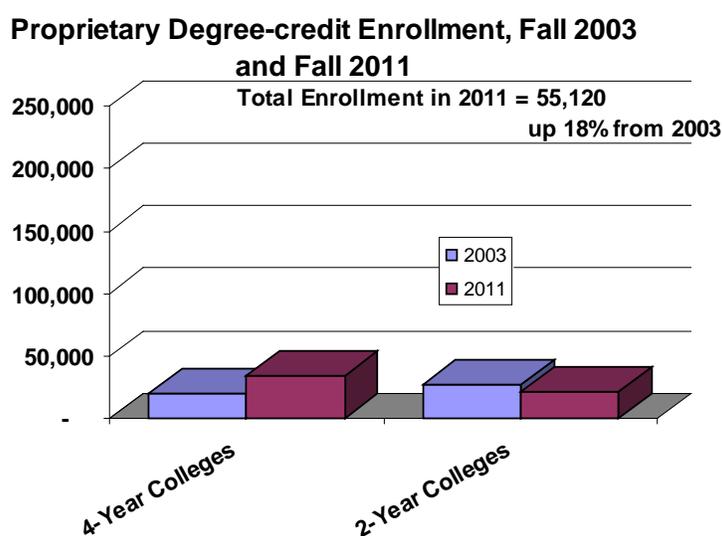
Table 4-B

Degree Credit Enrollment, Fall 2011 - Independent Colleges and Universities									
Institutional Classification	Undergraduate		First Professional		Graduate		All Students		Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
Independent Complex/University	112,080	16,810	15,437	1,081	48,389	29,424	175,906	47,315	223,221
Independent Colleges	149,922	27,323	4,394	851	20,933	25,604	175,249	53,778	229,027
Independent Specialized	6,169	1,281	3,238	588	4,896	3,178	14,303	5,047	19,350
Independent Seminaries	384	177	1,052	229	386	742	1,822	1,148	2,970
Independent Health Science Centers	970	64	3,476	2	1,436	533	5,882	599	6,481
Independent 4 Year Subtotal	269,525	45,655	27,597	2,751	76,040	59,481	373,162	107,887	481,049
Independent 2-Yr Nursing Colleges	689	1,470	0	0	0	0	689	1,470	2,159
Independent 2-Yr Colleges	2,435	397	0	0	0	0	2,435	397	2,832
Independent 2 Year Subtotal	3,124	1,867	0	0	0	0	3,124	1,867	4,991
Independent Grand Total	272,649	47,522	27,597	2,751	76,040	59,481	376,286	109,754	486,040

Data Source: NYSED Office of Higher Education, Office of Research and Information Systems (ORIS)

Proprietary Colleges

Proprietary colleges currently operate 40 degree-granting institutions in New York State. Bryant and Stratton College, which was founded in 1854, Jamestown Business College (1886), and Utica School of Commerce (1896) are still operating successfully. In 1978, the five presidents of Albany Business College, Monroe College, Rochester Business Institute, Utica School of Commerce and the Wood School formed the Association of Private Degree Granting Institutions which is now known as the Association of Proprietary Colleges (APC). The organization was incorporated by the New York State Board of Regents. These college leaders successfully argued that their institutions were no different than other colleges and, therefore, should have the authority to award degrees.



Many other proprietary institutions were established in the first half of the 20th century. The College of Westchester was founded in 1915, Berkeley College (1931), Monroe College (1933), and Manhattan-based LIM College (1939). Today, proprietary colleges serve students year-round, granting degrees in more than 60 undergraduate and graduate programs, including a variety of comprehensive online

programs. These colleges serve approximately 50,000 students and, since 1980, enrollment in proprietary colleges has nearly doubled, dramatically outpacing the growth in other sectors of higher education, including public and private colleges.

The proprietary sector experienced an increase of over 9,000 in total degree credit enrollment over the last eight years. Of note was the shift in enrollment from two-year to four-year colleges. Four-year proprietary college enrollment increased by 8,930, while two-year college enrollment decreased by 6,108 during the same period.

Table 5-A

Degree Credit Enrollment, Fall 2003 - Proprietary Colleges									
Institutional Classification	Undergraduate		First Professional		Graduate		All Students		Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
4-Year Colleges	16,178	2,721	0	0	790	309	16,968	3,030	19,998
2-Year Colleges	24,050	2,510	0	0	0	0	24,050	2,510	26,560
Grand Total	40,228	5,231	0	0	790	309	41,018	5,540	46,558

Data Source: NYSED Office of Higher Education, Office of Research and Information Systems (ORIS). Data as of 04/10/2012

Table 5-B

Degree Credit Enrollment, Fall 2011 - Proprietary Colleges									
Institutional Classification	Undergraduate		First Professional		Graduate		All Students		Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	
4-Year Colleges	24,129	6,671	0	0	1,769	1,084	25,898	7,755	33,653
2-Year Colleges	17,942	3,525	0	0	0	0	17,942	3,525	21,467
Grand Total	42,071	10,196	0	0	1,769	1,084	43,840	11,280	55,120

Data Source: NYSED Office of Higher Education, Office of Research and Information Systems (ORIS). Data as of 04/10/2012

Community Colleges Role

Although originally developed to provide the first half of a baccalaureate degree, community colleges have evolved to take on a number of new roles and responsibilities as local higher education institutions. Certainly they continue to serve the postsecondary educational needs of students in many ways, only one of which is preparing students to transfer to upper-division colleges or universities.

Community colleges have also become the institutions where the vast amount of remedial and other preparatory type work is provided. All community colleges offer a range of both academic and social/non-cognitive support systems that help students, both traditional and non-traditional, transition to the college environment. Since community colleges have always been, and remain, teacher-centered, they are well positioned to take on this responsibility. They maintain small classes, faculty are more directly involved in each student's day-to-day educational programs and there is extensive mentoring and counseling services available to support all students.

In addition, one of the keys to their success is that both SUNY and CUNY community colleges are accessible to students from a geographic and academic perspective. As their name implies, community colleges have been deliberately located in areas that make it fairly easy for students to attend class. This is especially important not only for traditional age students but also for those individuals attending part-time and trying to balance other family and work responsibilities.

Community colleges have also come to play an essential role in preparing the nation's workforce. They prepare over half of the nation's registered nurses and the majority of other health-care workers, over 80 percent of first responders with postsecondary credentials (paramedics, EMTs, firefighters, and police officers), and a growing percentage of the nation's technological workforce (National Commission on Community Colleges, 2008). Community colleges also tend to be connected to the local economy and aware of the changing needs of employers. Their direct relationships, which tend to develop into partnerships, serve the interests of the student, the faculty and the local business community. Through these partnerships, community colleges develop and update curricula to respond to the needs of local business, working closely with industry, government, and other education sectors. (Boggs, 2010).

In the last several years, community colleges have experienced significant enrollment growth. Since 2004, CUNY community college enrollment has increased from approximately 40,000 to almost 60,000 full-time students and from approximately 27,000 to about 39,000 part-time students. SUNY community college enrollment has increased from approximately 95,000 to 138,000 full-time students and from 83,000 to 101,000 part-time students. It should be noted that as a matter of law, community colleges must accept all qualified students that reside in their sponsored area.

Community colleges in the public sector (SUNY and CUNY) as well as two-year colleges in the proprietary sector are increasing their capacity to offer additional career and technical education. In recent years this has become a major focus, as new, higher level skills are needed for entry level positions in high tech companies. As a specific example, Hudson Valley Community College has established an extension center on the grounds of the new Global Foundries computer manufacturing plant. We have also become aware of the workforce development and technical skills training many community colleges have established to supplement their students' formal academic programs.

The Federal Carl D. Perkins Career and Technical Education Improvement Act (Perkins IV /CTEA) provides funds to postsecondary institutions (primarily community colleges) which prepare students to be more competitive in the world economy. These funds support the academic performance of students, with a particular focus on special population students who are enrolled in career and technical education programs. Funds are used to provide the supplementary services that students need to succeed in career and technical programs through Title I formula funding applications and Title II competitive funding opportunities. Title I funding includes the initiative to improve gender participation and completion in nontraditional programs that prepare individuals for underrepresented occupations. The community colleges use these funds to supplement and improve career and technical education programs designed to prepare persons to work in a technologically advanced society.

CUNY's New Community College

CUNY's New Community College is a unique undertaking, specifically designed as an urban college that is prepared to take on the many new roles and responsibilities of the modern community college. Through partnerships it connects field experiences with classroom learning in a structured and supportive environment. Recognizing the need to prepare students both academically and socially for the demands of college level work, all students begin with the Summer Bridge Program and engage in a city-centered first-year experience before starting their major coursework in one of six degree programs. In addition, teams of faculty, staff and peer mentors create a rich classroom environment with limited course choices, and an integrated advisement program that is developed to help students stay on the path to graduation. This major undertaking is grounded in research that has demonstrated the efficacy of this approach, which can serve as a model for future reforms as the higher education community continues to strive to improve retention and graduation rates for all students.

Non-Degree Granting Proprietary Schools

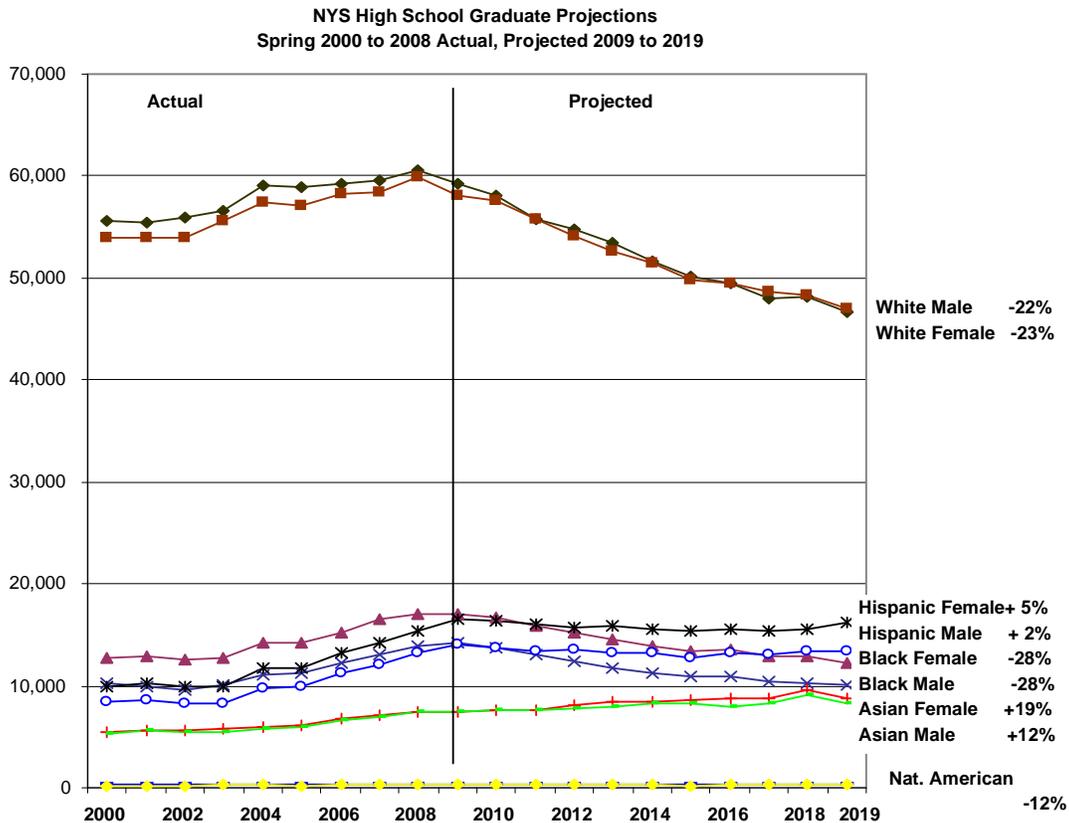
In addition to the traditional degree-granting higher education sectors, New York State has many non-degree granting institutions that provide critical educational and training skills for our residents. The New York State Education Department's Bureau of Proprietary School Supervision (BPSS) licenses/registers, oversees, and monitors proprietary schools; and credentials proprietary school teachers to ensure that appropriate standards are met. Proprietary schools under BPSS' jurisdiction include trade and business schools, computer training facilities, and for-profit English as a Second Language (ESL) schools. The jurisdiction of BPSS does not include all postsecondary training providers in New York State; however, when taking a more holistic approach to examining postsecondary educational options and workforce investment, it is critical to include these organizations in any discussion regarding the educational and training opportunities for New York residents. It is estimated that over 200,000 students attend BPSS licensed/registered institutions at one of the 444 trade, business, and computer schools and 46 certified English as a Second Language schools.

Trends Affecting Higher Education

One critical indicator in the long term planning of higher education institutions is the number of students projected to graduate from high school over the next several years. For any degree-granting institution, projections about the potential pool of qualified applicants is of particular importance as it represents a significant portion of the institution's total operating revenue and how the institution will allocate resources in the future.

The chart below provides projections for the number of high school students that are expected to graduate through 2018. The projections indicate a decrease in the number of both White and African American students during this period. This will challenge many institutions as they continue to compete for qualified students to enroll in their programs. As a result, higher

education institutions may make changes in their allocation of resources, recruitment strategies, investment decisions, tuition policies and financial aid as they attempt to maintain their enrollment. Adjusting the focus of an institution or at least a segment of the institution's academic programs will require a restructuring of course offerings to align with industry needs and post-work friendly evening and weekend structure. Many of these new course offerings may be delivered in an online format, and may require the institution to make its traditional support services and academic advising more amenable to non-traditional students.



Emergency Management in the Office of Higher Education

While the impact of weather and other localized emergencies has long been an issue in the day-to-day operations of higher education institutions, the events of 9/11, the 2010 pandemic flu alert, Hurricane Irene and Tropical Storm Lee, and most recently Hurricane Sandy, have brought the larger issues of coordinated emergency management to the forefront of many policymaker's and administrator's minds.

Because the State Education Department has statewide responsibility over all P-12, higher education, and cultural education facilities, and because these facilities often serve as emergency shelters, repositories of essential records, and often shelter thousands of people who can be severely impacted during an emergency, it is critical for the Office of Higher Education to ensure that the leaders of these institutions and facilities are knowledgeable not

only about their own emergency response needs and capabilities, but also in how their facilities integrate with that of local government and regional response providers. Educational and library resources often form the core of a local community and after a disaster serve as the place where local residents turn for guidance, information and help.

The Office of Higher Education sent out notices and coordinating information prior to Hurricane Irene (2011) and Hurricane Sandy (2012) to campuses to remind them to coordinate locally. One campus replied, *“It was good to see that the Department utilized our contact information to inform us about the pending hurricane this fall. The notification system worked.”* Office of Higher Education staff also serve as 24 hour contacts for educational institutions, serve on the State’s Human Services Branch work group, and support the larger state emergency response, recovery, and mitigation efforts

Regents Topics of Concern for Consideration by the Higher Education System

The Regents have identified statewide topics of concern for 2012-2020 for consideration by New York’s higher education system. They fall under the following themes:

1. Strengthen Connections between the Higher Education and P-12 Education Functions of The University of the State of New York
2. Strengthen Connections of Higher Education with Other Functions of The University of the State of New York
3. Strengthen Connections between Higher Education and Other Parts of the State’s Social and Economic Structure
4. Improve Access, Quality, and Performance of Higher Education
5. Address Out-of-State Institutions’ Interest in Serving New Yorkers

Strengthen Connections Between the Higher Education and P-12 Education Functions of The University of the State of New York

Regents Initiatives in Response to Topic of Concern

The Department continues to support a range of initiatives in an effort to strengthen the relationships between colleges and our P-12 education system.

One of the most important has been the Regents Reform Agenda, which establishes four fundamental areas that are designed to ensure that students who graduate from high school are prepared to attend college or enter the workforce.

- Implementation of the Common Core State Standards (CCSS) and aligned assessments in all NYS schools;
- New teacher and principal certification requirements, including a performance assessment;
- Building instructional data systems that measure student success and inform teachers and principals how they can improve their practice; and
- Multiple measures for teacher and principal evaluation, including student growth measures.

Common Core State Standards

The Board of Regents and NYSED are working with traditional and alternative educator preparation programs across the State to ensure that New York State's next generation of educators are ready to support students in attaining the new college and career ready standards. New York State began this effort with the adoption of the Common Core State Standards, developed with college faculty and working with P-12 teachers from around the country to ensure that students have the academic preparation needed to do college-level work once they graduate high school.

An essential step in the adoption of the Common Core State Standards (CCSS) is the redesign of all New York State assessments. The fundamental redesign is underway for Grades 3-8 mathematics and English Language Arts as well as the Regents assessments in mathematics, ELA, science and social studies. New York State assessments aligned to the Common Core will require an assessment design that measures the standards with fidelity; sets performance standards using contemporary best practice; integrates professional judgment; and empirical data as well as performs robust, comprehensive and ongoing validation.

The College Board alignment study and the identification of the 12 Shifts provided a roadmap for the design of the 3-8 mathematics and ELA Common Core-aligned assessments and will be adopted in spring 2013. The Regents mathematics and ELA Common Core-aligned assessments will begin roll-out in spring 2014. The assessments will measure the Common Core with fidelity through rigorous selected-response items that measure conceptual understanding

(rather than discrete, decontextualized facts) and performance tasks that require problem-solving (mathematics) and writing in response to text (ELA). For each ELA and mathematics assessment, the instructional Shifts demanded by the Common Core will be reflected in the assessments.

As New York State's assessments transition to the Common Core, the State's tests will continue to adhere to the rigorous guidelines set forth in the Standards for Educational and Psychological Testing (AERA, APA, NCME, 1999) as well as the United States Department of Education's peer review process. During the 2012-13 school year, all new assessment content frameworks, test specifications, and items underwent the scrutiny of full Universal Design reviews prior to operationalization. Additionally, each assessment item and passage will be subjected to a 36-part Universal Design Review checklist to ensure the item or passage will perform as expected for all students, especially our State's population of students with disabilities. Moreover NYSED's comprehensive accommodations policies and procedures support all students with disabilities so they will continue successful access to assessments as the tests transition to the Common Core.

The Board of Regents established the Network Team structure to assist districts and schools to implement the CCSS in all classrooms across the State. Network Teams are typically three-person teams with expertise in curriculum, data analysis, and instruction. Each Network Team serves approximately 25 schools. Network Teams work directly with educators in schools to deliver sustained, intensive professional development; include strategies for English language learners and students with disabilities; support implementation of new standards, curriculum and assessments; and provide comprehensive, ongoing support.

The Department also established content panels in math, science, social studies and English made up of P-12 teachers and higher education faculty. The content panels will advise on the development of assessment and curriculum, aligned with the CCSS, in support of the Regents Reform Agenda college and career ready goals.

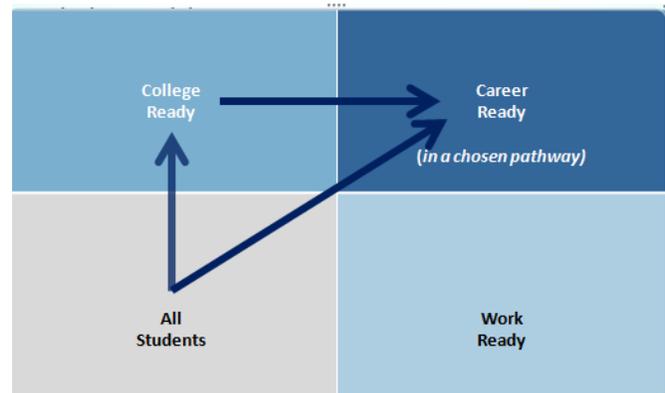
College and Career Readiness in New York State

New York's Regents Reform Agenda is grounded in the belief that all students should graduate from high school ready for success in postsecondary education and careers. At the center of the Reform Agenda is a system of standards, backward mapped from expectations of colleges and employers, reflected in curricula, instruction and assessments. The Common Core State Standards, adopted by 45 states, the District of Columbia, and the Department of Defense schools, establish the core academic knowledge and skills students need to be prepared for success in college, for entry into meaningful careers and for competition in the global economy.

In order to know whether a student has achieved college and career readiness (CCR) it is helpful to define CCR in ways that can be measured. This approach can also identify gaps in a student's readiness. The research defines readiness by the knowledge and skills that students need to be successful after high school, whether they enter college or a career.

Linking Readiness for College and Careers

The language around college and career readiness has created a false dichotomy suggesting students are ready for one or the other. However, career readiness is the goal for every student, whether he or she attends college first or goes immediately into the workforce. There are specific skills that an individual needs for a specific program of college study that may not apply to a student directly entering a career field, and vice versa. It should also be noted that we can expect most students to have several careers over their lifetime, and an important aspect of career readiness is the ability to move from career to career.



Some argue that to enter into a career pathway, most adults will need some postsecondary training such as a certificate or two-year degree program.¹ All students need to have a level of academic readiness that prepares them for some postsecondary coursework or training. College readiness and career readiness share important non-cognitive skills that are sometimes thought of as career-readiness but now are recognized as important for college success as well. These skills include time management skills, problem solving skills, analyzing multiple points of information, formulating arguments, and demonstrating persistence in the face of obstacles. Therefore, a robust model describing student readiness includes indicators that simultaneously describe readiness for both college and careers.

New York State's Domains of CCR Measurement

Historically, in New York State, a high school diploma, and particularly a Regents diploma, was seen as a standard for college and career readiness, but the large numbers of students entering remedial courses in postsecondary education have called into question the value of a high school diploma. In addition to high school graduation rates, several states, including New York, have measured and reported on aspects of college and career readiness through student performance on assessments, from state assessments to the SAT or ACT. Educators and researchers both assert that such measurements are very narrow and miss significant components of individual student readiness for college. Postsecondary institutions also require college placement exams to determine student readiness for college-level work.

¹ Achieve. (2012). "The Future of the U.S. Workforce: Middle Skills Jobs and the Growing Importance of Postsecondary Education." <http://www.achieve.org/files/MiddleSkillsJobs.pdf>

Carnevale, A. P., Smith, N., and Strohl, J. (2010). Help Wanted: Projections of Jobs and Education Requirements through 2018. Washington, DC: Georgetown University. <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/FullReport.pdf>

The New York State Education Department (NYSED) is committed to expanding and refining our definition of CCR to include benchmarks in multiple domains over time that will help all educators in the State to assess and improve students' college and career readiness.

1. Core Academic Knowledge & Skills

Core academic knowledge and skills are the academic standards that define the knowledge and skills students need to be successful in college and careers. A robust curriculum provides high-quality instruction and opportunities for students to master that knowledge and skills, while well-designed assessments measure student mastery of the standards at every level. This domain includes many indicators that are already collected and reported by most states, but that may or may not be identified as CCR measures. The domain is measured by student performance on state assessments, performance on other assessments, such as the SAT, ACT, or college placement exams. It also refers to, and can be measured by, successful completion of college-level coursework in high school (AP, IB, dual enrollment, etc.) or rigorous career and technical education (CTE) courses, the rigor of the high school curriculum, and both graduation and dropout rates.

2. Key Behaviors & Attitudes

This domain refers to the non-cognitive, socio-emotional behaviors and attitudes that help students successfully transition from high school to college or a career. It also refers to the behaviors and attitudes students need to succeed in both college and career. They are primarily student-level indicators, but may be aggregated to provide measures of schools' success in preparing students for college and careers. This domain includes indicators of readiness such as resiliency, responsibility, persistence, grit and determination. At the same time, it also includes other measureable indicators such as time management, communication skills, collaboration skills, and problem solving skills. Students must understand the opportunities post-high school and the requirements for entry into college or career, such as college applications, financial aid, or career licensure exams.²

3. Career-Specific Knowledge & Skills

These skills refer to those that are necessary for students' success in their careers whether they enter these careers immediately from high school or after college. Career-specific skills may include technical skills for a trade or manufacturing career or academic skills for careers in fields like business, teaching, research, medicine, or law. It is important to note that New York's high school CTE course sequences increasingly lead to postsecondary enrollment in addition to direct entry into meaningful careers.

² Conley, D. T. (2007). *Redefining college readiness*. Eugene, OR: Educational Policy Improvement Center.

The Evolution of CCR Measures in New York State

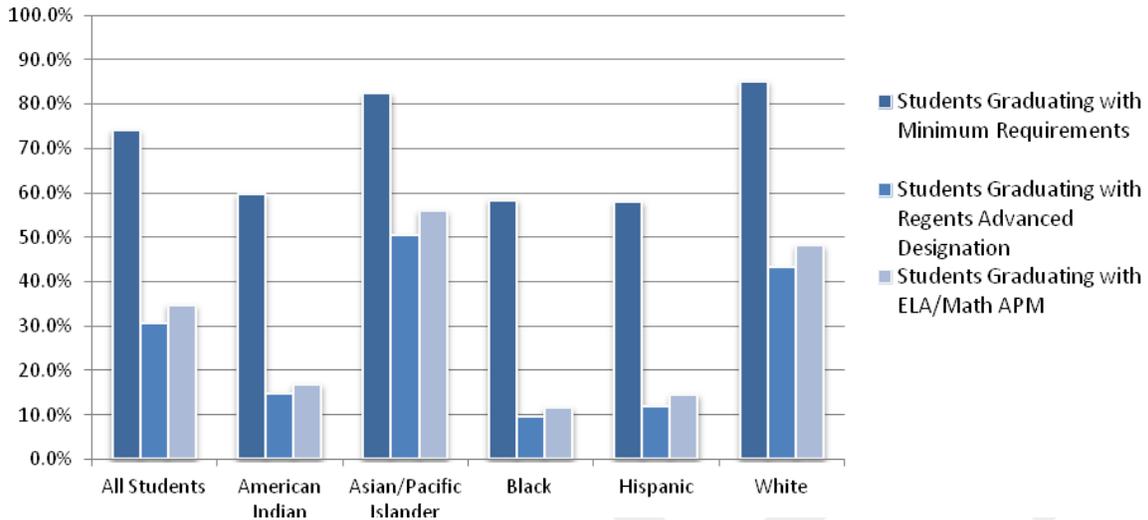
The gap between students earning a high school diploma and students entering college in need of remediation illustrates the weakness of using a high school diploma alone as a measure of college and career readiness. In 2009, over 50% of students entering two-year institutions of higher education in New York took at least one remedial course. At CUNY two-year institutions, the rate is closer to 80%.³ Recognizing this problem, the New York State Board of Regents began to look for better measures of college and career readiness. The Regents examined research analyzing student performance on state assessments and the relation to student performance in the first year of college. The research found that for many students a score of "proficient" on New York state assessments did not mean they were prepared for college-level work. Based on this work, the Regents and NYSED developed Aspirational Performance Measures (APMs) to better inform schools, districts, students, and parents of progress toward college and career readiness.

Today there are two APMs reported for schools and districts. The first is the percentage of students graduating with a Regents diploma with Advanced Designation. A student may receive this by earning 22 units of credit, scoring at or above 65 on 7-9 Regents examinations, and taking advanced course sequences in languages other than English, CTE, or the arts. The second is an ELA/Math APM that reflects the percentage of students graduating with a Local, Regents, or Regents with Advanced Designation diploma and earning a 75 or greater on their English Regents examination and earning a 80 or greater on a math Regents examination. Research indicated that students scoring above the cut score of 75 on the English Regents and 80 on math to be statistically unlikely to need remedial courses after High School. While 74% of students in New York graduated under minimum graduation requirements, under these two alternative measures, only 30.6% of students graduated with a Regents diploma with Advanced Designation and 34.7% of students met the ELA/Math APM (Table 1).

Source: NYSED Office of Information and Reporting Services

³ NYSED Administrative Data for all Public, Independent and Proprietary 2- and 4-year Institutions of Higher Education

Table 1: June 2011 Graduation Rate with Aspirational Performance Measures



In order for students to place into entry-level, credit-bearing college courses, CUNY and SUNY institutions require students to meet minimum test scores on exams like the Regents, the SAT, or the ACT. If they do not meet minimum test score requirements, students must take a placement exam, such as the ACCUPLACER, COMPASS, or CUNY Assessment Test. The placement policies at CUNY and SUNY institutions reflect the challenges in assessing student readiness based on a single state assessment. SUNY institutions each determine their own placement policies, and they can vary significantly across campuses. At CUNY institutions, where placement policies are uniform across the system, students may still need to take a placement exam after meeting the Aspirational Performance Measures on the Regents exams. Even with the minimum score of an 80 on the Integrated Algebra exam, students wishing to attend a CUNY institution must also successfully complete an Algebra II course or above to receive an exemption from the college placement exam in mathematics.⁴

NYSED continues to evolve its indicators and measures of college and career readiness, and in doing so, will transition to new Regents Exams and the PARCC assessment to address the existing gap in assessing student readiness. Using an empirical evidence base to establish performance standards, and engaging higher education faculty throughout the standard setting process, NYSED will ensure that new assessments provide an even more accurate indicator of student readiness to succeed in college-level work in both English language arts and mathematics. NYSED is working closely with institutions of higher education to ensure that students meeting the performance standard for college and career readiness on the Regents exams and the PARCC assessment are successful when they enter directly into entry-level, credit-bearing courses without need for a placement exam.

⁴ <http://www.cuny.edu/academics/testing/cuny-assessment-tests/faqs.html#1>

With more accurate measures of college and career readiness, particularly around academic readiness in English language arts and mathematics, NYSED will build an early assessment program modeled on the early success of a similar program in California. California's Early Assessment Program (EAP) arose out of similar concerns around the gap between high school graduation and postsecondary remediation. The EAP in California provides opportunities for students to attain a determination of readiness during their 11th grade year in English and mathematics. By providing this information to students and schools in high school, California provided opportunities for acceleration of college and career readiness preparation before graduation. The new Regents Exams and the forthcoming PARCC assessment will provide New York with an early assessment that provides an indicator of academic readiness for college in English language arts and mathematics, and an early assessment program will create a more coherent P-20 system with clear, aligned expectations for readiness and opportunities to identify and address gaps in readiness for postsecondary education.

Beyond State Assessments: Advanced coursework and non-state assessments

Beyond student performance on New York's Regents exams, academic readiness for college can also be indicated when students are successful taking and passing advanced coursework like AP, IB or early college programs. Performance in some CTE programs can also indicate academic readiness, as well as career readiness. Finally, SAT/ACT exam scores above certain thresholds signal high probability of academic readiness.

Recognizing the limitations of single measures of readiness, districts across New York State have used broader definitions of college and career readiness. The New York City Department of Education has expanded its campus progress reports to include indicators of college and career readiness.⁵ The indicators include a College and Career Course Preparatory Index, a Four-Year College Readiness Index, a Six-Year College Readiness Index, and Postsecondary Enrollment Rates. NYC DOE tracks and reports student performance in advanced-level courses, student progress in meeting minimum college placement requirements at CUNY institutions, and postsecondary enrollment rates in order to provide a comprehensive review of school progress in preparing students for college. In addition, NYC DOE also provides its high schools with a *Where Are They Now Report*⁶ that includes detailed information about college enrollment and performance of their graduates.

New York plans to begin to collect more of the data needed for this broader academic readiness definition and to publish low-stakes progress reports for New York high schools as a complement to the current school report cards with graduation, drop out and Regents exam performance information. These new reports will report on student course-taking patterns, Career and Technical Education pathways, enrollment in postsecondary institutions, course of study/completion, and, for students enrolled in SUNY and CUNY, performance in the first year of college. The reports are intended to create the foundation for discussions within schools and

⁵<http://schools.nyc.gov/Accountability/tools/report/default.htm>

⁶ Where Are They Now? An Overview of the Report on Students' Performance at their Next Academic Institution
<http://tinyurl.com/buczgr>

districts and can be used to identify areas for improvement in the school's educational program to address students' readiness for college.

Beyond Academic Readiness: Key attitudes, behaviors, and career-specific knowledge and skills

Traditional college ready measures focus on academic preparation, yet research widely recognizes that readiness for college and career extends beyond academic skills and achievements to non-cognitive measures and transitional skills, referred to as attitudes and behaviors. The life transition from high school to college or a career requires students to be persistent amidst obstacles and resilient in the face of challenges. Educators and researchers sometimes refer to these attitudes as grit. In addition, students must demonstrate a set of academic behaviors defined by things like time management, communication and collaboration skills, planning, and goal setting. Employers also acknowledge these behaviors as critical to success in a career. Beyond the attitudes and behaviors that support these life transitions, there are a number of career- and pathway-specific knowledge and skills that demonstrate student readiness. For example, a student entering a technical field may need training in a specific programming language or training to enter an apprenticeship program. Students entering college need awareness of the admissions and financial aid process, in addition to the appropriate level of high school coursework to enter specific course pathways, such as STEM fields.

A number of school districts, BOCES, charters, and postsecondary programs offer programs designed to build these attitudes, behaviors, and career-specific skills, and have begun to track the relationship between program completion and college or career success. The KIPP Charter School Network uses a character report card that provides a score on characteristics within 8 areas - zest, grit, self control (school work), self control (interpersonal), optimism, gratitude, social intelligence, and curiosity.⁷

Career- and pathway-specific skills can also be very individual, based on student choice. The key is to ensure that students develop skills to match their interests and aspirations so that they are equipped to make choices and follow a pathway into college or career. A number of CTE programs explicitly assess these skills as part of their certification programs through industry-based certifications or other CTE assessments. However, the focus on career preparation has been almost exclusively on CTE, and as CTE programs expand and include more programs that lead into postsecondary programs, it is important to recognize that career-specific skills may refer to career-specific skills outside of a CTE pathway. Further exploration is needed here to ensure that all students are developing these skills appropriately. State and local educators must continue to develop multiple indicators to measure career and pathway readiness, including but not limited to, student completion of CTE assessments, student

⁷<http://www.sas.upenn.edu/~duckwort/images/KIPP%20NYC%20Character%20Report%20Card%20and%20Supporting%20Materials.pdf>

enrollment in postsecondary programs, student applications to college, and eventually the inclusion of labor market outcomes.

As an agency focused on formal schooling, we are interested in how well schools prepare students for college and careers. As such, the measures we provide will be focused on the indicators that happen within the classrooms and programs offered in New York State schools. While many of the readiness skills are academic and are learned in a classroom setting, it is important to note that students acquire career skills through alternative pathways, internships, apprenticeships, employment, and applied coursework. Many of these non-academic attitudes, behaviors, and skills are essential and should be taught in all schools. However, at this time, they are difficult to measure, especially at the State level. NYSED will encourage and inform local efforts to define and assess these non-academic aspects of readiness and explore how best to encourage consistent, statewide approaches.

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New Teacher and Principal Certification Requirements

In November 2009, the Board of Regents directed NYSED to develop new exams for the initial and professional certification of teachers and school building leaders. These new exams are consciously designed to reflect the Common Core shifts, with more constructed-response items and a mix of informational and literary text-based prompts. The performance expectations for educators will be significantly higher than the current certification exams, reflecting higher college and career readiness standards for students.

The Department is developing more rigorous Content Specialty Tests, aligned with the Common Core, to assess new teachers' mastery of knowledge in content areas they will be teaching. One of the most significant changes is in the Multi-Subject CST required for elementary teachers. In the past, candidates could compensate for weak performance in one subject (such as math) with stronger performance in other subjects. On the new CST, New York State will ensure that elementary teachers have the content knowledge necessary to effectively teach to the Common Core standards by requiring candidates to separately pass each subtest: ELA/Literacy, math, and arts and sciences.

New York State, like many states, faces persistent achievement gaps for ELLs, students with disabilities, and Black and Latino students. Therefore, the new Educating All Students test is designed to ensure that all incoming teachers and school building leaders understand how to address the learning needs of diverse student populations and how to support them in attaining the new college and career ready standards.

Finally, New York State's paper-and-pencil tests of pedagogy and school leadership will be replaced by a new Teacher Performance Assessment model that evaluates practice-based pedagogical and instructional leadership skills. New York has partnered with the Teacher Performance Assessment Consortium (TPAC) and adopted the TPA assessment model, which is a joint project of Stanford University, the American Association of Colleges for Teacher Education, and the Council of Chief State School Officers, with support from the Ford Foundation.

Linda Darling-Hammond and Ray Pecheone, both professors at Stanford's School of Education, have led the development of the TPA, which is modeled after the Performance Assessment for California Teachers (PACT) currently used both formatively and for certification in 33 California teacher preparation institutions. PACT, in turn, was built on the assessments used for National Board certification.

The National Council for Accreditation of Teacher Education (NCATE) has endorsed TPAC, and NCATE's Blue Ribbon Panel on Clinical Preparation - of which SUNY Chancellor Nancy Zimpher is co-chair - has published a report stating that promising practices such as TPAC need to be dramatically expanded.

Institutions in 21 states and the District of Columbia are currently field-testing the TPA. Two of those states have legislation requiring statewide implementation of the TPA - one as a requirement for program approval (Minnesota, implemented in fall 2012) and one as a requirement for program completion prior to licensure (Washington). Three states (Massachusetts, Ohio, and Tennessee) are considering the TPA as a requirement for initial licensure.

The Stanford assessment would meet the Board of Regents policy goals while providing several potential advantages:

- Because of the intended multi-state administration, the TPA potentially offers more data to determine field credibility, validity analysis, and ongoing rigor;
- The TPA will have been field tested with a much larger number of candidates; and
- Ongoing monitoring and improvement of the TPA will be done by Stanford experts, based on proposed implementation experience in multiple states.

The School Building Leader Performance Assessment will be aligned with the Interstate School Leaders Licensure Consortium (ISLLC) 2008 standards, and will have a strong emphasis on instructional leadership tasks. Candidates will be required to analyze student achievement data, observe and evaluate classroom instruction using a teacher practice rubric and provide teachers with the feedback and support they need to improve their effectiveness at delivering Common Core-aligned lessons.

NYSED will work to ensure educator preparation programs will meet the major changes needed to prepare candidates for these new, higher standards. Consistent with the federal policy direction articulated in ***Our Future, Our Teachers: The Obama Administration's Plan for Teacher Education Reform and Improvement (2011)***, NYSED will support preparation programs through a variety of professional development efforts. Support initiatives include direct financial support through memoranda of understanding with SUNY, CUNY and independent colleges and universities. New York State also committed to creating "institutional profiles" for all teacher and principal preparation programs in the State. The profile reports will be designed with higher education input and will detail program-by-program information about:

- effectiveness of program graduates in promoting student learning, as measured by new teacher and principal evaluation systems;
- performance of graduates on the new certification exams; and
- percent of graduates certified/employed/retained overall and in shortage subjects and high-need schools, to gauge program effectiveness in preparing, placing, and supporting educators in alignment with district needs.

NYSED will provide educator preparation programs with new tools and models to enhance their programs. For example, clinical preparation faculty will have access to the web-based Teacher Performance Assessment system, which they can use formatively with candidates to support their skill development. In 2011, NYSED awarded 11 institutions RTTT-funded grants to develop clinically rich graduate-level teacher preparation pilot programs with a focus on preparing candidates to work with students with disabilities and ELLs, and in the sciences, which it will study to identify promising practices that can be replicated and scaled up across the State. This year the Department funded similar clinically rich pilot programs at the undergraduate level.

Instructional Data Systems

As New York State's P-20 longitudinal data system is developed it will serve as an essential link connecting higher education and the P-12 education systems. Building on the P-16 statewide longitudinal data system (LDS), which collects student data from pre-kindergarten through grade 12 (P-12), the P-20 system will expand the system to the state's public systems of higher education data repositories. This expanded process provides information to educators and others to allow them to make better instructional decisions so that all students are able to reach their academic potential.

The P-20 longitudinal data system consists of five key components:

- Collecting teacher-student data linkage information
- Linking the P-12 and Higher Education Data Systems, forming P-16 system
- Building an Education Data Portal and statewide Instructional Reporting and Improvement System
- Linking P-16 data system to data maintained by other State agencies
- Improving data quality and system performance

Teacher-Student Data Linkage Information

Through an aggressive and accelerated plan of data collection, NYSED has begun collecting teacher-student data linkage (TSDL) information for courses associated with a State assessment (grades 3-8 ELA and mathematics, grades 4-8 science, and high school courses leading to a Regents examination). TSDL includes basic roster information, including the start and end dates for the teacher(s) assigned and the students enrolled in a course. TSDL also includes additional information about the time/length of courses and teacher-student linkage durations, to be collected for research purposes during the 2012-13 school year.

NYSED has deployed district, school and teacher-level roster verification reports that allow teachers and other school/district personnel to review and correct the data before they are final. Teachers are now directly provided with data reports which will eventually be accessed through the Education Data Portal.

Beginning with the 2012-13 school year, the new evaluation processes will apply to all teachers and NYSED will collect TSDL information for all teachers and courses, including teachers employed by a BOCES. This data will also be used to develop profiles that will provide valuable feedback information about their graduates and their effectiveness as teachers and school leaders.

P-12 and Higher Education Linkages

Beginning in 2012-13, the State University of New York (SUNY) and The City University of New York (CUNY) will provide end-of-term student-level data to the Department's P-20 data system. This information will include the student's institution of higher education enrollment, full/part-time enrollment status, academic program of study, credit hours earned, participation in remedial coursework, and completed degrees. In addition, SUNY and CUNY will begin to integrate the statewide P-12 unique student identifier into their campus systems and processes.

NYSED will begin collecting student enrollment and performance in key courses from SUNY and CUNY in the 2012-13 school year. Collection will include teacher preparation coursework, "gatekeeper" courses (e.g., freshman English and math), and enrollment in courses designed to support the needs of students with disabilities and English language learners.

At the conclusion of the 2012-13 school year, specific higher education data will allow the Department to evaluate college and career ready metrics (e.g., students who graduate from high school with a 75 or greater on the English language arts Regents and a 80 or greater on a math Regents) as a predictor of whether a student is required to enroll in a college remediation program across both CUNY and SUNY campuses. At the conclusion of the 2012-13 school year, NYSED will also be able to evaluate college and career ready standards as a predictor of grades earned in key college courses (e.g., freshman English) across both CUNY and SUNY campuses.

In order to provide higher education outcome information to P-12 high schools, NYSED will deploy "Where are they now?" (WATN) reports beginning next year. These reports will be designed to integrate the best practices and lessons learned from similar reports utilized within the New York City Department of Education (NYCDOE) based on CUNY outcome data, as well as reports being implemented in other regions of the State. The WATN reports will incorporate basic data from over 4,000 institutions of higher education from the National Student Clearinghouse, as well as more detailed information from SUNY and CUNY. High schools will, for the first time, have comprehensive access to information on their graduates' enrollment, persistence, and success in postsecondary education programs.

Education Data Portal and Instructional Reporting and Improvement System

NYSED's Education Data Portal and Instructional Reporting and Improvement System will provide a content management system, collaboration platform, and dashboard reports so that educators, students, and families can access and analyze educational data, make decisions, and take actions to improve student outcomes. For the first time, teachers and parents will be

able to view achievement and other instructional information using a state-supported system. School personnel will have much quicker access to educational records as students move between P-12 programs and districts. This core functionality is scheduled for deployment in the fall of 2013.

In order to ensure that the data system is integrated, flexible, and scaleable, NYSED has implemented a comprehensive procurement strategy for the Education Data Portal. This procurement strategy includes issuing contracts to multiple vendors for Data Dashboard Solutions that provide educators, students, and families with access to dashboard reports that include an early warning system and electronic transcript features. In addition, the State will award a contract for Content Management and System Services to provide a single sign-on point of entry for users of the EDP, as well as a content management system and collaboration environment for integrated professional development activities for educators.

New York State is participating in the Council of Chief State School Officers (CCSSO) sponsored Shared Learning Collaborative (SLC). The SLC is a consortium of states organized to help increase the benefits and long-term sustainability of data, curriculum, and instructional improvement initiatives. Participating states include Colorado, Delaware, Georgia, Illinois, Kentucky, North Carolina, Louisiana, and Massachusetts.

A primary purpose of the SLC is to help promote the efficient expenditure of taxpayer funds by providing for the common needs of all participating states, including shared infrastructure and services (the Shared Learning Infrastructure, or SLI) that integrate, deliver, and display educational data and curriculum resources for educators, students, and families. Participation will allow New York to focus its limited resources on the delivery of innovative data tools and curriculum/instructional resources to support our professional development and student learning goals.

Linking the P-16 data system to data maintained by other State agencies will allow for richer longitudinal analyses and the identification of additional opportunities to assist students and improve programs.

Multiple Data System Linkages

NYSED has developed a strategy for matching individual records across multiple data systems by collaborating with various State agencies (e.g., Labor, Early Childhood) and other areas of the Department (e.g., Adult Education, Teacher Certification). The purpose of this effort is to integrate these data across systems, consistent with signed data sharing agreements and necessary privacy and security protections. It is anticipated that these data system integrations will occur during the 2013-14 school year; however, in order to move forward with linking P-12 and workforce data for assessing P-12 career readiness and postsecondary career outcomes, changes in State statute will have to be made.

Data Quality and System Performance Improvements

For the purpose of making it easier for schools and districts to submit, review and verify high quality data, NYSED has made several improvements. NYSED recently launched a Student Management System Certification Center to help student and human resource system vendors provide better services to their school and district customers by ensuring that their products meet all New York data collection and reporting requirements. The newly-created District Data Coordinator Technical Assistance Center will help to ensure that schools and district personnel best understand how to collect and report the complicated data sets required for federal and State reporting purposes.

NYSED is developing an additional data application to improve the ease and quality of data for submitting historical updates to the data system. NYSED will continue to release new data verification reports and eliminate duplicate reporting requirements. NYCDOE has begun to integrate the Department's updated verification reporting system into its internal operations.

Additionally, NYSED has upgraded computer processing capacity with the regional data center partners to provide quicker data reports and quicker data refreshes. The current School Report Card functionality has been improved to include the introduction of geo-location features (see <https://reportcards.nysed.gov>). Following the 2012-13 school year, NYSED will have the ability to release the report cards much earlier in the school year (fall 2013 versus late spring 2014).

Finally, NYSED is collaborating with the research community to provide easier access to the public for expanded aggregated data tables.

Multiple Measures for Teacher and Principal Evaluations

On May 28, 2010, the Governor signed Chapter 103 of the Laws of 2010, which added a new section 3012-c to the Education Law, establishing a comprehensive evaluation system for classroom teachers and building principals. The 2010 law requires each classroom teacher and building principal to receive an annual professional performance review (APPR) resulting in a single composite effectiveness score and a rating of "highly effective," "effective," "developing," or "ineffective." The composite score is based on multiple measures, as follows:

- 20% is based on student growth on State assessments or other comparable measures of student growth (increased to 25% upon implementation of a value-added growth model)
- 20% is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model)
- The remaining 60% is based on other measures of teacher/principal effectiveness consistent with standards prescribed by the Commissioner in regulation.

The evaluation system's three components are designed to complement one another:

- Statewide student growth measures will identify those educators whose students' progress exceeds that of similar students, as well as those whose students are falling behind compared to similar students.
- Locally selected measures of student achievement will reflect local priorities, needs, and targets.
- Teacher observations, survey tools, and other measures will provide educators with detailed, structured feedback on their professional practice.

Taken together, this information will be used to tailor professional development and support for educators to develop and improve their instructional practices, with the ultimate goal of ensuring that there is an effective teacher in every classroom and an effective leader in every school.

The Department established the Regents Task Force on Teacher and Principal Effectiveness. The Task Force included teachers, principals, superintendents of schools, school board members, school district and BOCES officials, the unions representing teachers and administrators, and representatives from higher education preparation programs. They have been involved in providing input on the overall evaluation system for teachers and principals.

In May 2011, the New York State Board of Regents adopted regulations that would implement a statewide teacher and principal performance evaluation system that includes multiple measures of educator effectiveness. In February 2012, Governor Cuomo's proposed budget, which was adopted into law that year, included legislation that would amend Education Law section 3012-c in order to support its implementation. The new evaluation system will provide clear standards and significant guidance to local school districts for implementation of teacher evaluations based on multiple measures of performance, including student achievement and rigorous classroom observations. The legislation is consistent with New York's commitment to establish an effective teacher evaluation system as required by the \$700 million grant New York was awarded through the federal Race to the Top program. The law also established a deadline for the approval of each plan of January 17, 2013.

The regulations, as required by law, establish a comprehensive evaluation system for all classroom teachers and building principals in New York. These evaluations are a significant factor in teacher and principal professional development. Under the Teacher and School Leader Evaluation law, each teacher and principal will receive an annual professional performance review (APPR) resulting in a single composite effectiveness score and a rating of "highly effective," "effective," "developing," or "ineffective." If a teacher or principal is rated "developing" or "ineffective," the school district or BOCES is required to develop and implement a teacher or principal improvement plan.

Career and Technical Education

The Department also sponsors several initiatives that embrace career and technical fields at the secondary level. New York Career and Technical Education (CTE) is committed to providing high-quality CTE opportunities for all students. New York State's CTE delivery system consists of over 1,100 CTE providers, serving over one million students in school districts, BOCES, and postsecondary institutions.

The New York State career and technical education program approval process is a model for the nation. The federal Carl D. Perkins Career and Technical Education Improvement Act of 2006 requires that all states offer programs that mirror the New York design created by the Regents 2001 policy on Career and Technical Education.

New York's state-approval process for career and technical education programs has raised the quality and rigor of courses that prepare students for employment and postsecondary study. Approved programs lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree and offer:

- an opportunity to apply academic concepts to real-world situations;
- preparation for industry-based assessments or certifications; and the opportunity to earn college credit or advanced standing while still in high school; and
- work-based learning opportunities where students demonstrate mastery of skills essential in the workplace.

Departmental Initiatives

Other activities that support higher education and P-12 partnerships include the NYS Online and Blended Learning Summit, the NYS Distance Learning Consortium, BOCES Model School Program, and the International Association for K-12 Online Learning (iNACOL). Each helps to advance efforts and provide opportunities for online educational support to the P-12 system.

The Office of Educational Design and Technology (ED&T) offers several programs that provide leadership in online learning. The ED&T facilitates a statewide virtual learning initiative to support the growth of effective online and blended instruction. The office provides guidance for online and blended coursework and supports policy guidance, research and surveys, webinars, and other opportunities in the Regents Reform Agenda. Additional initiatives from ED&T include the Virtual Advanced Placement Initiative, Computer Based Testing Pilot Programs, and Learning Technology Grants.

In an effort to provide adult learners with a secondary education credential, the Office of Adult Career and Continuing Education Services (ACCES) - Adult Education Programs and Policy (AEPP) is piloting the use of "Learner Web" - a web-based learner support system developed by Portland State University and designed for adults who want to take the GED® test, improve their English language skills, basic literacy skills, or job-related basic skills.

Other areas in which higher education institutions and P-12 collaborate to deliver academic programming which can serve as a platform to implement more opportunities for college-level work include:

- The University of the State of New York (USNY) Statewide Learning Technology Plan
- The Carl D. Perkins Career and Technical Education Improvement Act of 2006
- 21st Century Community Learning Centers
- Extended School Day/School Violence Prevention programs
- SUNY Albany Health Educator Online Project
- NCLB Title II, Part B, Mathematics and Science Partnerships
- Smart Scholars Early College High School (ECHS) Program
- Science and Technology Entry Program
- Liberty Partnerships Program

Strengthen Connections Between the Higher Education and P-12 Education Functions of The University of the State of New York

Sector Initiatives in Response to Topic of Concern

The City University of New York (CUNY)

CUNY's newest early college high school represents a perfect example of such collaboration. This school, P-TECH, emphasizes both college and career readiness through closer alignment with industry and higher education. It is the result of a partnership among the NYC DOE, CUNY's New York City College of Technology, and IBM. Focused on computer science, P-TECH students will have opportunities to explore various careers through internships and mentoring provided by IBM and other New York companies. Graduates will be first in line for jobs at IBM.

CUNY is also positioned to help ensure that the students who arrive on its campuses are, in fact, ready to undertake and succeed in college-level work. Several University initiatives have received national recognition in this regard. College Now, for example, is an enhanced dual-enrollment program that provides multiple pathways to college readiness including college-credit courses, preparatory courses, workshops, experiential-based summer programs and access to campus facilities and cultural offerings. As studies showed that students benefited from participation in College Now, the program was scaled up.

Newer initiatives have borrowed successful practices from College Now. At Home in College (AHC), for example, is a Robin Hood Foundation funded college transition program that works with students from DOE high schools and CUNY GED programs serving students who are on track to graduate but who have not met traditional benchmarks of college readiness. The program prepares students for CUNY's placement exams, provides workshops that help them complete the Free Application for Federal Student Aid (FAFSA) and the CUNY online application,

and provides advisement support the summer before matriculation and during their first year at CUNY. Initial outcomes have been positive, including gains in college enrollment, gains on the CUNY Placement Exams (and less need for remedial coursework), and higher persistence rates into the third semester compared to a similar CUNY cohort. AHC is scaling up; in September 2011, it was serving about 1,800 students in partnership with 62 NYC public high schools, and by 2016 it expects to serve 3,000 students.

In August 2010, the Bill and Melinda Gates Foundation awarded New York City \$3 million over three years for the Graduate NYC! College Readiness and Success Initiative. Bringing together the resources of the Mayor's Office, the NYC DOE, The City University of New York, several city agencies, and an extensive group of local community-based organizations, Graduate NYC! is committed to the goal of significantly increasing the number of CUNY graduates by 2020. Each stakeholder shares the belief that improving high school and college outcomes for all students is imperative to the city's long-term health and economic stability, and that they must work together for either to succeed. To achieve ambitious goals, work is taking place both *within* and *across* the city's education and youth-serving institutions. Each college and each organization involved in this effort has significant work to do to raise academic rigor, enhance advisement and student support services, measure and report progress, scale up promising practices, and ultimately improve student outcomes. Graduate NYC! provides an environment to facilitate CUNY's work with the NYC DOE, to enhance undergraduate education, and to advance CUNY's national standing and leadership with regard to student success. Neither CUNY nor the DOE can do any of this alone. The work expands on what has been learned from programs such as College Now and At Home in College and must ultimately happen through partnerships among colleges and secondary schools, enhancing access to, and successful completion of, college.

To move this initiative forward CUNY will work with the DOE to:

- Develop a comprehensive action plan to better align CUNY and DOE programs and curriculum to improve college readiness and success in reading, writing, and mathematics;
- Understand the impact of new state assessments, and develop protocols for using new Regents Exams and/or the new national Common Core State Standards assessments to better diagnose students' needs prior to graduation;
- Develop and expand high school senior year interventions for students who do not demonstrate college readiness on existing assessments and increase opportunities for students to take "catch-up" courses in high school, including those offered by College Now, At Home in College, and the Early College schools;
- Develop more effective and consistent communication strategies regarding basic college readiness factors, including CUNY's skills proficiency benchmarks, and the consequences of not passing the CUNY skills assessment tests;
- Enhance coordination and communication among the city's education institutions, youth-serving city agencies, community-based and non-profit organizations, and local funding sources to align and strengthen efforts to better support students and families;

- Pilot new collaborative structures through which high school and college faculty can work together to improve college readiness;
- Develop data infrastructure and common metrics to hold all entities accountable to improving student outcomes, and report progress toward goals to all constituencies;
- Use the CUNY/DOE data exchange to track the performance of high school graduates as they enter college and as they progress through their programs;
- Increase opportunities for eligible students to begin earning college credit while in high school in order to build momentum toward graduation.

State University of New York (SUNY)

SUNY sees education in New York State as a pipeline that extends from birth to retirement years—and finds ways to close the gaps that impede success. We feel that an educated population is the foundation of economic growth. SUNY is bringing its substantial resources to bear on the leaking education pipeline with several high leverage initiatives. SUNY is working in collaboration with school districts and parents, community organizations and residents, educational and cultural institutions, city and county government leaders, business and industry leaders, philanthropists and private funding, and others to create Cradle-to-Career partnerships regionally across New York State.

Linking with the Governor’s **Regional Economic Development Councils** and the **Center for Economic Growth**, SUNY has strategically organized its 30 community colleges into **industry-centered regional hubs**. This orientation of community colleges, based on high-demand job opportunities, is now being championed by President Obama and other national leaders, who have charged states with strengthening the transition from college to real jobs.

SUNY’s Hudson Valley Community College has a new extension center that operates a state-of-the-art training facility side-by-side with the multi-billion dollar GLOBALFOUNDRIES plant. This high-tech partnership is designed to enable associate degree completers to move into STEM careers. Four other community colleges and two four-year colleges are also partnering to graduate more adult students and meet regional workforce needs in high-demand STEM fields.

Another SUNY initiative is the Early College High School program (ECHS), a partnership between higher education and local school districts that provides a strong dual-enrollment model for students who are traditionally under-represented in higher education: students of color, at-risk, low-income, English language learners and first generation college students. In ECHS, students earn up to two years of tuition-free college credit while still in high school. As a result of their small school size, students are supported in their academically rigorous high school and college courses, thus making them college and career ready faster than their counterparts in traditional high schools.

In addition, SUNY is working hard to put a plan in place that will eliminate the need for remediation. SUNY will accelerate progress on increasing college readiness and boost SUNY’s

productivity by dramatically reducing the need for remediation over the next decade. Like the rest of the nation, New York faces a crisis in college readiness. Forty percent of the state’s high school graduates are unprepared or under prepared for college-level work. SUNY spends \$70 million annually to help students gain basic competencies to pursue a degree program— more than all state aid to SUNY’s technology campuses; however, that figure does not begin to capture the full costs associated with remediation.

In order to accelerate improved college-readiness among students in New York, SUNY is initiating a coordinated system wide program using a three pronged approach:

- Strengthening partnerships with K-12 schools and NYSED
- Strengthening current remediation practices
- Developing a funding policy that promotes success

The SUNY Task Force on Remediation will support this effort, focusing on SUNY’s community colleges, and working within partnerships that span the education pipeline.

Independent Colleges and Universities

Collaborating with Secondary Schools to Further Prepare for Technology and Technical Fields

Independent institutions collaborate with K-12 schools on many fronts and are a key source for professional development and collaborative programming. These collaborations are powerful linkages that serve to bring both secondary and higher education together to advance college and career preparation and build bridges between the systems. Programs such as dual enrollment, Early College High Schools, AP exams, and IB Diplomas encourage rigor and a broader exposure to higher level thinking in languages, experimental sciences, and mathematics—examples of collaboration benefiting and incentivizing students to pursue higher education.

Dual enrollment programs and Early College High Schools provide qualified high school students the opportunity to enroll early in college courses. Students experience college-level courses, explore career options, and often are able to shorten the time required to complete an associate or baccalaureate degree while concurrently earning their high school diploma. The courses may be reflected on both the high school and college transcripts. A high score on the College Entrance Examination Board (CEEB) Advanced Placement (AP) examination may be awarded degree credits when the student matriculates in college.

An additional route to college-level preparatory work is the rigorous and academically challenging International Baccalaureate (IB) Program. Students who earn an International Baccalaureate Diploma may also receive college credits for high scores achieved on their examinations.

Professional Development

Independent colleges and universities have strong collaborations with secondary schools and with their local BOCES providing workshops and “programs in literacy and language development, pre-service teacher training, and in-service teacher continuing education.” There are also educator workshops that bring teachers up-to-the-minute with revolutionary discoveries and introductions to innovative ways to deliver hands-on, inquiry-based experiments to students.

In New York City, as part of the city’s sweeping reorganization of the school system in which the city’s 1,700 principals were connected directly with a “school support organization” to improve teaching and learning, one independent institution was officially named as a “Partnership Support Organization” to the city’s schools. Another independent institution’s faculty serves along with school administrators as a resource on a number of Advisory Boards for key K-12 concerns: an English Language Arts Advisory Board, Math/Science Advisory Board, TESOL Advisory Board, and Special Education Advisory Board.

Still yet another campus is a national certified high school teacher-training center for Project Lead the Way. Project Lead The Way (PLTW) is a provider of rigorous and innovative Science, Technology, Engineering, and Mathematics (STEM) education curricular programs used in middle and high schools across the U.S. The STEM education programs offered by PLTW engage students in activities, projects, and problem-based learning, which provide hands-on classroom experiences. Students create, design, build, discover, collaborate, and solve problems while applying what they learn in math and science. They are also exposed to STEM fields through professionals from local industries who supplement the real-world aspect of the curriculum through mentorships and workplace experiences.

As a final example, the Education Consortium at one institution has as its mission to “provide exemplary, cost-effective educational opportunities to meet the certification and educational needs of teachers, administrators, and other employees of the consortium member institutions.”

Earning College Credit in Secondary Schools

Independent institutions have a deep commitment to extending and nurturing partnerships not only with regional high schools but also direct outreach to identified high-need schools. There are formal and informal programs that provide qualified juniors and seniors an opportunity to enroll in college credit-bearing courses from the independent institution while they are concurrently enrolled in high school. These opportunities allow high school students to “experience” college and its academic expectations. The Smart Scholars Early College High School program, for example, is a dual-enrollment initiative combining both high school and college-level coursework that leads to obtaining a Regents diploma and a number of college credits while preparing the students for college life.

Preparation for college must begin early in a student's education to ensure readiness for college-level work. Collaboration between higher and lower education systems will improve access to and success in college for all students. Increasingly, independent colleges and universities are focused on forging, strengthening, and expanding alliances with elementary and secondary schools. In tandem with secondary school administrators and teachers, our institutions' faculty and students are working to align and improve the quality of the secondary school curriculum, provide direct assistance in the classrooms, and offer a wide range of continuous professional development for teachers and school counselors. Also important are programs that link learning throughout secondary school to college learning and subsequent careers. This focus on sharing those connections should be communicated before students reach high school, preferably in late elementary and middle schools.

In addition to academic programming and collaboration with school administrations and educators about learning and preparation for college-level work, students' ability to go to college (particularly important for students who have no one in their circle who has gone to college) also involves having an awareness of what college is, what academic requirements are needed to gain admittance, and critically important, understanding what the college admissions and financial aid processes entail. Although some progress has been made in closing differences in rates of access to and success in college among racial and ethnic groups, as our state's demographic make-up continues to change, the Independent Sector realizes that more must be done.

The examples below illustrate initiatives undertaken to date and the direction institutions are pursuing as they look to the next decade for even more powerful ways to bring secondary and postsecondary institutions and systems together to build and extend college-going cultures in all our schools.

Preparation for College and Career

Certainly academic preparedness for college determines success in college. Preparation for college work needs to begin in earnest in the middle grades. Academic choices made in middle and high school can have a significant impact on a student's college and career options. The sequential nature of learning in math, and the preparation for higher sciences that necessitates an understanding of mathematical concepts, requires an early beginning. The connections between subjects studied in school and actual careers should begin early in a student's schooling and be reinforced over time with periodic reviews of the student's progress and goals.

Integrating New Technologies

Independent institutions have embraced rapidly changing and increasingly accessible new technologies for the delivery of course content and have integrated online components into classes, courses, and degrees. New programs and activities are being developed to address

the student, the community, and the state's needs. Many of these include opportunities for students in secondary schools to take courses online. For example, at one member institution, programming has been developed for students who need additional credits in Math, ELA, and other subject areas for overage/under-credited students. Other campuses are using online technologies to facilitate students' access to subject area resources and Regents exam preparation materials.

Academic and Early College Awareness

Outreach to middle and high schools in partnership with school districts and with programs for students and their families have a long tradition at Independent Sector institutions and at clcu on behalf of the sector. Recognizing its importance to college preparedness and student success, institutions have stepped up their efforts to reach out earlier to middle and early high school students and, in particular, to historically underrepresented students with special programs that target raising awareness about college as a goal, as well as to increasing students' success once in college.

The majority of our independent institutions reach out to local schools by presenting workshops on financial aid, admissions, and comprehensive college advising programs. These initiatives may include acquainting students with the expectations of college life, through visits to the campus and opportunities to sit in on classes; enhancing their learning skills, as well as study skills and time management; and assisting students with preparation for assessments and achievement exams, such as SAT and Regents prep classes, and with college search guidance. Information on applying for financial aid, completing admission applications, and career opportunities is also provided.

The scope of early college awareness initiatives at independent colleges and universities is wide and their numbers are increasing. For example, high school research internships at independent college campuses allow high school students to directly collaborate with college faculty for hands-on experience in a research project, participating in laboratory experiments and attending lectures. Institutions that participate in the Science & Technology Entry Program (STEP) provide high school students with supplemental instruction and tutoring in science, mathematics and technology and also participate in career development activities, science competitions, and conferences that introduce them to a variety of health and medical related careers. Liberty Partnerships Programs at Independent Sector institutions help middle and high school students at risk of either dropping out of high school or of academic failure with tutoring, mentoring, and college and career awareness programming. This collaboration provides the leadership and resources to ensure that Liberty participants, who are academically at-risk, will achieve academic and personal excellence, graduate from high school, and will enter postsecondary education and the workforce as highly competent and compassionate young adults.

A number of independent institutions received GEAR UP funding to follow a cohort of students beginning in 7th grade through high school. The mission of the federal GEAR UP

program was to significantly increase the number of pre-collegiate, low-income students who are prepared to enter and succeed in postsecondary education. Services provided included academic enhancement, cultural enrichment, social awareness, and parental involvement. Independent institutions readily welcomed GEAR UP students to their campuses when clcu, a partner in the state's GEAR UP grant from 1999 – 2012, requested they host student groups.

Additionally, several campuses receive federal funding to offer an Upward Bound program that prepares, motivates, and supports selected students in their desire to attend college.

Proprietary Colleges

Many proprietary colleges in the state have strong connections with local school districts and have created collaborations with local schools, especially in urban areas. The majority of students entering proprietary colleges come from the local area surrounding the institution. As such creating partnerships with districts, not only help the district and student, but are also in the interest of the college and ensure students are better prepared upon enrollment.

A handful of colleges currently offer juniors and seniors in high school the opportunity to take college course credits while in high school. These programs help at-risk students to complete their high school requirements while helping to preparing them for the academic rigor of collegiate coursework. Interest in these programs continues to grow. During the 2011-12 academic year, over 3000 high school students attended a program at a proprietary college. These programs ranged from summer and weekend courses to full-time enrollment. A recent survey indicated colleges that offer programs plan to increase enrollment and those that do not currently have such programs are interested in starting programs. Most of the costs currently associated with these programs are covered by the colleges, those that charge, the fees charged are minimal and nowhere close to the actual cost per credit.

In addition, an increasing number of institutions are offering various forms of coursework at the secondary level to better prepare students for college-level work, and are offering "hybrid" programs consisting of both classroom and online components. Higher education institutions in all sectors should be encouraged in the Statewide Plan to offer both advanced placement and tutoring material online to high school students.

Other examples include: articulation agreements; extending college credit for satisfactory completion of technology completion examinations such as A+, CCNA, MCSA and MOS within a prescribed period (such as three years) after enrollment; acceptance of ATB students; assisting school districts to offer college-level classes; sponsoring seminar programs; offering practitioner insight in specialized areas; scheduling prospective employer visits with faculty and placement staff; preparing opportunities for at-risk youth, dropouts and homebound students; sending faculty and donating sophisticated equipment to middle schools and high schools; and offering scholarships and other forms of financial assistance to students.

High school students enrolled in vocational programs, such as those offered by BOCES, should be urged to complete at least four semesters of mathematics to better prepare them for later success in a career program. A need for ongoing dialogue among colleges, secondary schools and local prospective employers is also seen.

Strengthen Connections of Higher Education with Other Functions of The University of the State of New York

Regents Initiatives in Response to Topic of Concern

Currently, many undergraduates are unaware of the various options they may have to pursue a graduate degree in New York State. Very often they do not know about the variety of programs and options offered, or the potential scholarships or internships they may be eligible for, depending on the college and the program they select. Opportunities for internships, externships, and experiential service learning, which actually help to offset college expenses, are central to any student's decision to make a commitment to enroll in a graduate school.

By developing its data collection, coordination and communication capabilities, the Department will, with the cooperation of the four higher education sectors, collect and make available information, such as scholarship availability, internship opportunities, and cooperative programs for graduate degree programs in the State. In addition, potential graduate students could have easy access to information regarding the kinds of employment opportunities and income ranges graduate students with similar degrees have achieved in recent years.

Other information might include the kinds of research that each graduate program is involved in, the types of competitive grants applied for, the amount of federal funding received and key faculty or alumni contacts for students wishing to make inquiries about the program. Any student interested in pursuing a graduate degree in biochemistry, for example, should have easy access to information about all of the biochemistry programs in the State, their record of research accomplishments, their success in job placements, federal and State funding support and sponsored research dollars and industry partnerships they have developed and maintain.

The Department serves communities and education institutions through several offices. The Office of Cultural Education (OCE) operates a variety of grant and aid programs that foster the preservation and access of information materials including databases, archival and manuscript materials and printed materials at the local level. OCE operates three major cultural institutions with collection responsibilities; the New York State Museum, the New York State Library and New York State Archives, and the Office of Educational Television and Public Broadcasting. In addition to collection stewardship and public programs, OCE administers chartering, technical assistance, program coordination and grant and aid programs. OCE serves 7,000 public and academic libraries and 73 library systems; museums, historical societies, zoos, aquaria, botanical gardens, science centers, and other similar organizations; 26 public radio and television stations; 3,000 historical record repositories and 4,500 local governments.

The Office of Adult Career and Continuing Education Services (ACCES) supports and guides those seeking alternative pathways to a high school equivalency diploma. ACCES is preparing to work with the higher education sectors, professional associations, and other states to explore options that are available or that can be developed to allow for alternative options to the GED including test preparation programs in anticipation for the new online GED test. These efforts are consistent with the Regents Reform Agenda that is focused on implementing Common Core Learning Standards.

In central-southern New York, six literacy zones (Syracuse West, Syracuse North, Utica West, Utica East, Herkimer, and Amsterdam) are using learning web with five community colleges (Cayuga Community College, Mohawk Valley Community College, Onondaga Community College, Herkimer Community College, and Fulton Montgomery Community College) to support transition. Literacy volunteer tutors support each learner on site to help close digital literacy gaps and provide advocacy and support in working with counselors and staff at community colleges to provide a seamless transition.

The Office of K-16 Initiatives and Access Programs administers contracts and scholarships to colleges and universities; schools, school districts and BOCES; community based and non-profit organizations; and students to meet the needs of the communities in which they are located. These programs along with programs administered by P-12 only reach a small population across the State. A consistent, larger, more sustained effort is needed to better prepare students as we move forward.

The Department is working to better integrate the role of higher education. As a result of the Regents Reform Agenda and our Race to the Top award, higher education is working more closely with the P-12 system, the professions and adult education. As an example, the Department is developing a P-20 data system that will link, in a very real sense, higher education with the P-12 and adult educational systems throughout New York State. Higher education will have more detailed information about students entering their institutions, which can enhance critical academic guidance and advising as students attempt to select the appropriate course of study. Through better coordination and dissemination of information many more students will be able to navigate admissions and financing of college and become aware of opportunities for internships, externships, and special programs tailored to their specific needs and skills. Other items include cooperative programs, career ladder strategies, and continuing education for career fields that may not have defined professional licensure education requirements.

In addition, the Department has been actively engaged in the development of assessments and curriculum that will help ensure students are college and career ready. Representative from higher education have taken part in a variety of panels and meetings that allow them to offer their insights and expertise in the development of these tools. These efforts continue to move higher education closer to the work being done at both the P-12 and adult education levels.

**Strengthen Connections of Higher Education with Other Functions of
The University of the State of New York**

Sector Initiatives in Response to Regents Topic of Concern

The City University of New York (CUNY)

Nationwide, master's programs have grown significantly over the past several decades. From 1998-99 to 2008-09, the number of master's degrees awarded nationally increased 49 percent, or by 216,800 master's degrees. CUNY had an increase of 45 percent in master's degrees awarded over the same decade. Going forward, the University will continue to evaluate these advanced degrees carefully, particularly in relation to New York City's needs and opportunities.

At CUNY as across the country, education and business are the two largest master's degree fields. On the national level, over half of all master's degrees were awarded in these two fields in 2008-09, with each field claiming just over a quarter of the degrees (27 percent in education and 26 percent in business). At CUNY, these two fields together also enroll just over half of the University's master's students (52 percent in 2011), but CUNY's profile differs from the national one in that education enrolls many more students than business. At CUNY, education accounted for 41 percent of all master's students in 2011, with business accounting for only 11 percent, although they enroll roughly equal proportions nationally. Master's programs in business have, however, grown rapidly at CUNY in recent years. Between 1998-99 and 2008-09, CUNY master's degrees awarded in business increased by 106 percent, far outstripping a national increase of 57 percent. Education degrees at CUNY, in contrast, grew more slowly than the national average; nationally, master's degrees in education increased by 51 percent over the period, while they increased by only 28 percent at CUNY.

In the last year, however, the overall number of master's degree students at CUNY has declined. Between spring 2011 and spring 2012, the number of master's students fell 14 percent (1,474 students). The decline was sharpest in teacher education programs. A weak job market for teachers probably accounts for most of the decline, which might also be due to increased competition in this higher education sector. A continued decline in teacher education programs could have a significant overall effect on master's enrollment at CUNY, given that these programs account for two-fifths of all master's enrollments.

Business programs, the other mainstay of CUNY's master's programs, have also experienced an enrollment decline, but a much smaller one than that in education, with enrollments falling 4 percent from spring 2011 to spring 2012. This reflects a national decline in the enrollment of new graduate students in business.

Therefore, during the coming year, CUNY will examine business and teacher education enrollments in more detail, looking for any continuing trends, identifying the causes of any further enrollment decreases, and determining whether opportunities exist in these areas.

Beyond education and business, CUNY's master's students focus on many other fields. Public administration and social service professions rank not far behind business in enrollment and have grown slightly in the past year. The health professions rank fourth in master's program enrollments at CUNY and continue to grow rapidly, with an 8 percent enrollment increase from spring 2011 to spring 2012. If national trends hold steady, master's degree enrollment in the health professions is likely to continue to be robust. With New York City's many hospitals and public health needs, the health professions remain a prime area for growth and investment.

Among liberal arts fields, psychology master's program enrollments are the largest, posting only a small decline in the past year. Nationally, as at CUNY, enrollment in psychology is strong at every level, from baccalaureate to master's to doctoral programs. Master's programs in psychology play a bridging role between baccalaureate and doctoral programs but also function as a gateway to employment in many different social service and related occupations. At CUNY, the other social sciences combined enroll almost the same number of master's degree students as psychology does on its own.

After psychology and the social sciences, the visual and performing arts enroll the next largest numbers of master's students at CUNY. New York City is an international capital of the arts, and CUNY's graduates contribute significantly to the city's cultural life.

For those students who may be interested in a science-based job in industry or government rather than in academia, CUNY has established a system-wide Professional Science Master's (PSM) initiative. CUNY PSMs will provide high-quality, professionally targeted graduate education to talented students in STEM fields. This initiative is being designed not only in response to student interest, but also to meet workforce requirements of regional industrial, government, and nonprofit employers.

CUNY has received a grant from the Alfred P. Sloan Foundation to develop these PSM programs, which are expected to produce graduates with cross-disciplinary scientific expertise and the business and social skills to manage complex projects. Scientific programs will be enhanced by —plus curricula combining rigorous graduate study in a STEM discipline with skills-based coursework such as finance, project management, technical writing, communication skills, organizational behavior, regulatory affairs, and entrepreneurship. Employers commonly cite these skills as crucial to employee success, and in fact the curricula are developed with significant input from employer-partners. Partners such as IBM, Pfizer, Regeneron, and NASA will help provide internships and employment opportunities for program graduates. By 2016, CUNY will offer about 15 PSMs.

The CUNY Graduate School of Journalism recently won approval for the nation's first Master of Arts in Entrepreneurial Journalism; the program will launch in fall 2012. The Graduate Center has also committed to expanding innovative and interdisciplinary master's programs.

Looking ahead to 2016, CUNY aims to expand its offerings in professional science and health areas and to expand innovative programs. Equally important, it must hold its own in the professional fields that have long anchored its master's programs, including, critically, teacher education and business. Given the relative under-enrollment in master's programs in business compared to the national average, and given New York City's role as a world financial center and as the home to countless businesses large and small, enrollment growth in business programs over the longer term is likely. Teacher education remains strongly dependent on the local market for teachers, which tends to be cyclical, but the city's million-student public school system is a powerful long-term generator of demand. Teacher education programs, however, may have to become more active in student recruitment, and perhaps in program renewal, as competitors may increasingly emerge from the private sector.

The landscape for doctoral education at CUNY has also changed in recent years. At one time CUNY's only home for doctoral education, the Graduate Center has shifted some of this responsibility. Many of these changes have been made possible thanks to developments and leadership at individual colleges, which have grown and prepared so as to rightfully claim shared academic leadership in several science fields. For instance, City College has become the Ph.D.-granting authority in engineering. In addition, a new set of professional (practice-, instead of research-focused) doctoral programs has arisen that are increasingly based at the campuses instead of the Graduate Center. Even as these changes have occurred, the Graduate Center has expanded its hiring of outstanding scholars and has enhanced its own national and international academic standing.

The doctoral landscape began to shift in 2005, when the Graduate Center established its first professional practice degrees: Doctor of Audiology (AuD) and Doctor of Physical Therapy (DPT). These degrees were new on the national stage, with professional bodies in these fields mandating a shift from master's degrees to new professional doctorates. This was part of a broader emergence of professional doctorates in health fields. In keeping with the assignment of the Graduate Center as the doctoral-granting unit of CUNY, the doctoral programs in audiology and physical therapy became part of the Graduate Center, the institution's historic focus on the liberal arts notwithstanding. In fall 2006, the Board of Trustees approved a Doctor of Nursing Science (DNS) degree to be offered by the Graduate Center in conjunction with the University's nursing master's degree programs at Hunter, Lehman, and Staten Island. Although this marked the Graduate Center's extension into a new field, the DNS is a research doctorate and thus fit within the Graduate Center's typical profile.

Nationally and at CUNY there has been much discussion of the appropriate place to house new professional doctoral programs. At CUNY these discussions have intensified because the new programs are physically based at colleges rather than at the Graduate Center. Advantages and disadvantages to different approaches were discussed in a report on "Options for Organizing Professional Doctorates at CUNY," prepared in January 2010 by the central office. The discussions resulted in a decision to determine each program's location on a case-by-case basis. This flexibility encourages innovation and allows each campus, including the Graduate Center, to evolve in its own way.

This concept has found recent expression in the development of Doctor of Nursing Practice (DNP) programs at Hunter College (with its program approved by the Board of Trustees in 2011) and in the 2012 proposal for such a program by the College of Staten Island. CUNY is successfully evolving toward a multi-focal doctoral system, with the Graduate Center continuing to be the primary, but not exclusive, grantor of research doctorates and the colleges actively engaged in developing and supporting professional doctoral programs (and, at some colleges, research doctorates, primarily in association with the Graduate Center). It is likely that as a result of CUNY's flexible approach, which involves locating each program where it is most likely to flourish, that during the period of this plan some professional practice doctoral programs currently housed at the Graduate Center will move to the colleges that primarily sustain them. Further, it is also likely that, during the period of this plan, additional, new professional doctorates will be established at campuses other than the Graduate Center.

State University of New York (SUNY)

The Power of SUNY reaffirms SUNY's longstanding commitment to partnerships and collaboration. Illustrative partnerships to advance the goals of the University of the State of New York (USNY) appear below.

SUNY's **STEM Diversity Conferences** promote diversity and excellence in the critical pipeline of scientists, engineers and entrepreneurs in New York State. This pipeline is essential to an adequate supply of licensed professionals, a USNY goal.

SUNY's **High-Needs Program** offers competitive start-up funds to campuses for academic programs in high-need workforce areas for faculty and equipment. High-need areas are determined through SUNY's strategic enrollment planning. This program is designed to produce a workforce to meet New York State's needs, including licensed professionals, a USNY goal.

The **SUNY Passport** will be a free, location-based application for iPhone and Android smartphones that gives SUNY students and others information about, and free- or reduced-priced access to, the vast and vibrant artistic, cultural and recreational resources for which New York State is so well known. A vast array of New York State's museums, historical societies and other cultural and recreational venues—many chartered as part of USNY—are participating.

SUNY and its campus assessment leaders, in partnership with colleagues at the City University of New York and independent institutions—all part of USNY—recently founded the **Assessment Network of New York (ANNY)**, a private, non-profit professional association that attracted over 200 members in its first year and whose mission is to promote best practice in assessment and continuous improvement in higher education in New York.

Arts, culture, and recreation play a vital role in any vibrant community. The cultural, historic, artistic, and recreational institutions that call New York State home are as diverse as its citizenry. From national parks and monuments, to art galleries and museums, music halls and

historic landmarks, New York truly has it all. Increasing access to these important cultural institutions is key to promoting economic development and retaining talent in New York State. By offering reduced or free admission, institutions can whet the appetite of the future generation of museum-goers and park users. The SUNY Passport aims to make available both on- and off-campus cultural resources to our constituents in a way that will promote and support the vibrant artistic, cultural, and recreational activities for which New York is so well known.

Independent Colleges and Universities

Contributions of the Independent Sector

Colleges and universities are good neighbors, providing a number of outreach services and volunteers to assist local residents in a myriad of ways.

Arts and Culture

Through student and faculty exhibits and recitals, artists-in residence programs, and guest performances, New York's private not-for-profit campuses are offering low-cost and often free cultural events to help entire communities enjoy the pleasures of music, dance, theater, and literature. These creative collaborations support the arts while inspiring, entertaining, and educating our communities. In the next section, more detail will be provided on partnerships with cultural institutions.

Economic Development

As private employers, independent colleges and universities provide 174,000 direct jobs with a payroll that exceeds \$10.7 billion. In nine of the state's counties, private higher education employment represents five percent or more of total employment and six percent or more of total wages. Collectively, they contribute \$54.3 billion annually to the state's economy. Along with employing people from the community, colleges and universities often invest by purchasing and renovating buildings.

Entrepreneurship

Entrepreneurship centers and business and technology incubators at New York's private colleges and universities provide a forum where family businesses, start-ups, and high-potential technology ventures can access faculty expertise, learn to recognize and act on opportunity, and share ideas that will help them develop a sound business plan and translate it into a thriving company.

Many independent colleges and universities provide training programs for local business owners to increase the competitiveness of the business community. Industry specific

workshops and certificate programs are offered that bring the expertise of faculty along with professional consultants to business professionals interested in strengthening their abilities and business skills.

Environment and Sustainability

Private, not-for-profit college students and faculty are raising awareness of local environmental problems and helping the community develop solutions while also setting an example on their own campuses through efforts to improve energy efficiency, construct LEED-certified facilities, and create “green” programs and jobs.

Internships

Students from New York’s private not-for profit campuses provide ideas, energy, and brainpower through their internships and cooperative education assignments with municipalities, nonprofits, small businesses, and corporations. Students benefit by being in the field, learning from professionals. Organizations benefit from the fresh perspectives brought by the upcoming generation of workers. As one professor said, this give-and-take is a “win-win situation.” Most Independent Sector colleges and universities offer internship, cooperative education, or other experiential learning opportunities for their students.

Service to Veterans

On the heels of an historic new GI Bill, New York’s private not-for-profit colleges and universities are offering scholarships, counseling, benefit delivery assistance, and a variety of other services that promise to support the highest dreams of deserving veterans.

In fact, the Independent Sector has more than 70 colleges and universities participating in the Yellow Ribbon Program for the 2012-13 academic year. The program was established by the Post-9/11 Veterans Educational Assistance Act of 2008 and allows institutions of higher learning in the United States to voluntarily enter into an agreement with the Veteran’s Administration to fund tuition and fee expenses that exceed the tuition and fee amounts payable under the Post-9/11 GI Bill.

Clearly, the most direct way that colleges and universities support the work of the other functions is by preparing the educated, civic-minded individuals who go on to lead and staff the state’s museums, libraries, and schools. Many of these professionals require the advanced education of a graduate degree to obtain the knowledge and skills to perform their jobs and to achieve professional licensure as required. In the first part of this section, we look at the continuum of education through the graduate level to assess how the Independent Sector encourages students to pursue graduate-level education and where opportunities exist to expand these efforts so that individuals can build their careers, particularly in the licensed professions that are so important to other parts of USNY.

In addition, colleges and universities directly engage their communities, serving as hubs for organizing to address local needs. Collectively, colleges and universities encourage volunteerism, civic engagement, and community service among students, faculty, and staff. Community outreach programs enable students to take an active role in giving back to their local community. Additionally, colleges and universities have the ability to support their local communities by promoting their cultural and educational events within the community. Campuses often offer free or low-cost cultural events ranging from art gallery viewings to health screening clinics that are open to the communities. In locations that lack a wide array of cultural events, the opportunities offered by colleges and universities are a vital fabric to that community.

Bachelor's First

In terms of the education continuum, students must first complete their baccalaureate-level education as a necessary first step, so Independent Sector campuses are geared toward helping students achieve that goal. For example, a number of two-year, hospital-based schools of nursing host informational fairs for colleges that offer bachelor's level nursing degree programs. Degree completion is also the goal of custom retention programs such as one hosted by an independent college that seeks to ensure student success with a visionary program designed to maximize success through a comprehensive collaboration between the student and college. Students are provided professional mentors who facilitate integrated support for academic, career, and personal growth. Together, student and mentor create a customized plan designed to guarantee academic excellence. Further, the content and structure of many baccalaureate degree programs is aimed at preparing students for graduate study in a specific discipline.

Teaming up to Brighten New York's Future

New York State's 100+ private, not-for profit colleges and universities play a vital role in partnerships with local and regional community organizations. In turn, these contribute significantly to the lives of residents and social fabric of their communities. The Independent Sector boasts thousands of community service projects each year that reach from the tip of Long Island to the dense boroughs of New York City into the Adirondack forests and west across to the Great Lakes.

Few entities hold such a unique set of resources as New York's independent colleges and universities. These same resources are perfectly suited to help revive and enrich struggling communities across the Empire State. Although the principal focus is teaching and research, campuses enhance community life, promote economic opportunity, and improve health and safety. New York's private, not-for-profit campuses are strong providers of assistance in rural, urban, and suburban areas, with a depth and breadth of programming that spans service, health, social, environment, civic, historic preservation and re-development, arts, technology, and economic development. Students, as well as faculty and staff, are reaching out doing good

works, providing nourishing meals, giving a day of service, and helping to build affordable houses, as well as other important social and community programs.

Recognizing this, the Independent Sector launched an initiative in the spring of 2011 to highlight collaborations between New York's 100+ private, not-for profit campuses and their neighborhood communities. The Campus Community Partners initiative, and its companion website, www.solutionsforny.org, draws attention to the diverse human, intellectual, cultural, and institutional resources that campuses offer their communities. The website hosts a database of projects and events that are taking place in all corners of the state and records the stories of how "campus and community" team up to revitalize economies, generate jobs, support community development, improve neighborhood safety, encourage civic participation, and generate a host of community-strengthening activities.

Proprietary Colleges

Gaps in the continuum K-Graduate: The number one issue right now is finding a way to improve overall high school graduation rates and to better prepare students for college or the workforce. Far too many students are dropping out or graduating high school not prepared for college and/or lack the necessary skills to enter the workforce. This is demonstrated by the number of students entering college, across all sectors, needing remediation in math, English and/or writing or unable to find employment with only a high school diploma. The Department should utilize the resources of the higher education community and examine methods that have proven successful in overcoming student deficiencies. Further, the higher education community should assist the Department in developing the Regents reform agenda, including implementation of alternative pathways to a high school diploma.*

Currently, much of the conversation is occurring in silos within specific areas of the education community - special education, college and career readiness, requirements needed for a Regents diploma. The resources of institutions such as proprietary colleges and their business partners should be called upon. There is a willingness to be part of the dialogue and solution, and with increased coordination between the Office of Higher Education and P-12, the knowledge and resources of the higher education community could be utilized to support and implement reform.

In addition, students leaving high school and entering college do not have a good understanding of the expectations of employers and the skills needed for certain careers. Students need exposure to higher education and career opportunities at an earlier age, starting in middle school. Waiting until junior or senior year is too late for many students to acquire the academic courses or participate in career and/or technical education.

* In response to the comments regarding successful pathways, see the Regents proposals at: <http://www.regents.nysed.gov/meetings/2012Meetings/September2012/912p12d2.pdf>; <http://www.regents.nysed.gov/meetings/2012Meetings/May2012/512bri1.pdf>; and the recent Harvard report "Pathways to Prosperity" found at http://www.gse.harvard.edu/news_events/features/2011/Pathways_to_Prosperty_Feb2011.pdf and <http://www.regents.nysed.gov/meetings/2012Meetings/June2012/612p12d5.pdf>.

While having high standards is important, too much emphasis is given on successful passage of an exam. Thus focus has shifted to exam completion rather than ensuring students have the skills necessary to be college and career ready. Students need more opportunities in career and technical education. They should be allowed to explore creative fields, such as music or art, and those experiences should count toward high school completion requirements.

Gaps have also been created in the continuum because of the Tuition Assistance Program (TAP). TAP is an extremely important asset and provides access to higher education for thousands of students each year that would not otherwise have the opportunity to enroll in college. Recent policy and budgetary decisions are having a significant impact on certain programs. The reduction of maximum TAP from \$5000 to \$4000 for students enrolled in two year degree programs has had an impact on enrollment at two year colleges. These are the exact programs students enroll in who are looking to enter higher education for the first time, especially non-traditional students. Reducing aid for low income students to enter the gateway to higher education is counter to increasing access and opportunity. Students attending two year institutions should have the same ability to access aid under TAP as students who attend colleges that offer associate, bachelor or master degrees. Further, the elimination of graduate TAP in 2010 is seen as “the most significant gap in the continuum of advanced study and economic development”. The cost of graduate education is significant and is a barrier to many students. However, today’s high tech industries, many of which New York State is actively recruiting require a workforce with advanced degrees.

Roles of higher institutions in the community: The attitudes and activities emphasized by the institutions in the sector include: fostering mutual respect among diverse populations; partnering with local high schools to offer advanced placement courses for college credit; summer programs to prepare high school students for college; providing ESL programs; encouraging and creating opportunities for community service; sponsoring cultural events; supporting regional cultural organizations; maintaining close relationships with public libraries; working with local guidance counselors; pursuing programs with local business and industry leading to job placement; sponsoring unpaid student externships with local employers; providing training space and facilities for local governmental agencies; encouraging faculty and staff to perform volunteer service, particularly for organizations related to their fields of expertise; fostering student volunteer service to non-profit institutions in the student’s area of academic work; and encouraging students to participate in events sponsored by local cultural institutions. Taking the lead in creating inter-organizational mechanisms to identify and pursue mutual interests is seen by many sector members as an essential function, as is encouraging college staff members to serve on the governing bodies of community cultural organizations. One rather specialized institution maintains formal gallery and lecture hall spaces accessible to the public. Achieving a balance between full-time and adjunct faculty is seen as a technique for using and reflecting community assets and values.

Strengthen Connections between Higher Education and Other Parts of the State's Social and Economic Structure

Regents Initiatives in Response to Topic of Concern

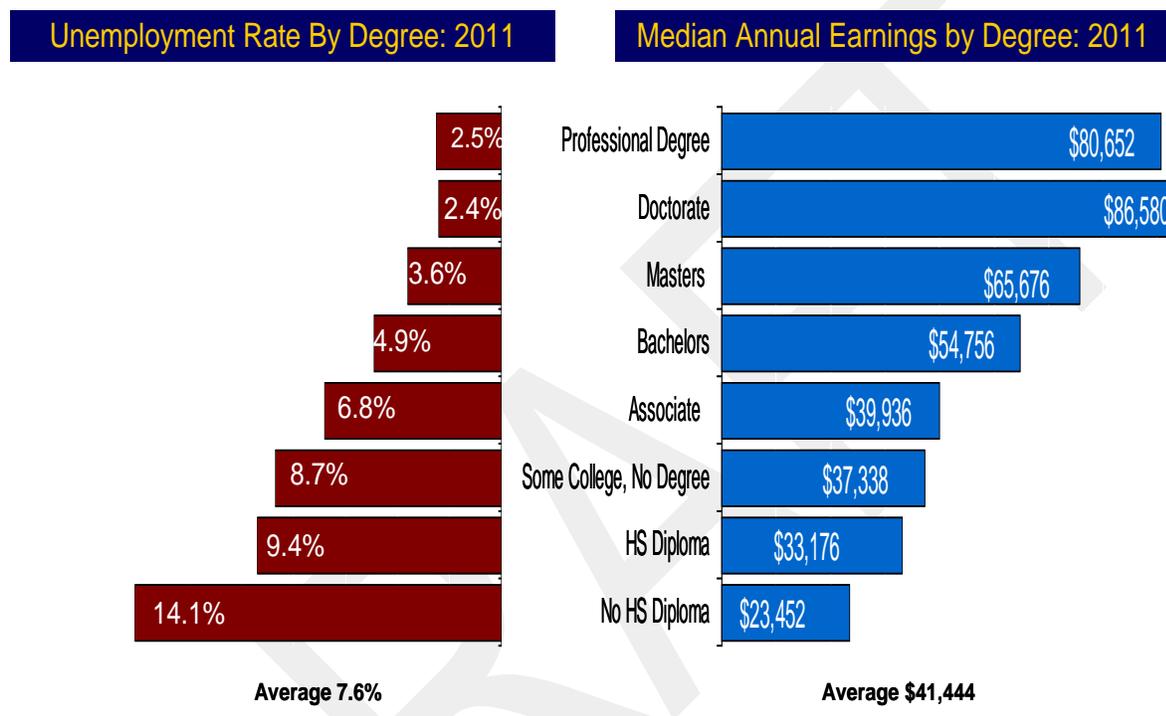
In recent years higher education has been viewed as an engine for economic development. Graduates take the knowledge and training they acquire in college and bring those skills to the workplace. Whether those skills are focused on the development of high level technologies, or how to start a local business, they become valuable members of the community in which they live. Clearly, over the last several years, our State's economy has shifted from an industrial based system to a more technology based system. As a result, job and career opportunities are increasingly dependent upon the skills and training one receives in college. If New York State increased its college attainment rate by just one percent – from 33.8 to 34.8 percent – the region would capture a \$17.5 billion Talent Dividend.

Yet too many New York students are not graduating high school, and for those that do, the fact remains that not enough are college and career ready. Only 34.7 percent of high school graduates have the skills needed to succeed in credit bearing college courses or entry level career opportunities. Further, we have significant gaps among students with disabilities, English language learners, Black and Hispanic students. The achievement gap for Black, Hispanic, disabled, English language learners and poor students is unacceptable. Unfortunately, many of these students will leave higher education discouraged, lacking confidence in their ability and in many instances holding some amount of student debt.

Graduating all Students College and Career Ready June 2012 Graduation Rates

Current Requirements	% Graduating	Calculated College Career Ready	% Graduating
All Students	74.0	All Students	34.7
American Indian	59.6	American Indian	16.8
Asian/Pacific Islander	82.4	Asian/Pacific Islander	55.9
Black	58.4	Black	11.5
Hispanic	58.0	Hispanic	14.5
White	85.1	White	48.1
English Language Learners	38.2	English Language Learners	6.5
Students with Disabilities	44.6	Students with Disabilities	4.4

As shown below, there is a clear relationship between educational attainment and earning potential, as well as an inverse relationship between educational level and unemployment. In 2010, the median annual earning for a person without a high school diploma was \$23,088 and the unemployment rate was 14.9 percent. In contrast, a person with a baccalaureate degree would earn \$53,976 and have an unemployment rate of only 5.4 percent.



Education pays in higher overall earnings and lower unemployment rates.

SOURCE: 2011 Bureau of Labor Statistics, Current Population Survey

The global economy is changing the nature of work and the kinds of jobs that are available to our young people. Jobs that once required a high school diploma and paid a family-sustaining-wage and included retirement and health benefits are disappearing, and new jobs require more knowledge and skills than ever before. Today, roughly two-thirds of all new jobs require some form of postsecondary education. Experts state that this percentage will only increase in the future. Why do we need to change? As shown in the table below, 7 of the top 10 fastest-growing occupations require a postsecondary degree.

Education or training level for fastest growing occupations, 2008 to 2018		
Rank	Title	Education or training level
1	Biomedical engineers	Bachelor's degree
2	Network systems analysts	Bachelor's degree
3	Home health aides	Short-term on-the-job training
4	Personal and home care aides	Short-term on-the-job training
5	Financial examiners	Bachelor's degree
6	Medical scientists	Doctoral degree
7	Physician assistants	Master's degree
8	Skin care specialists	Postsecondary vocational award
9	Biochemists and biophysicists	Doctoral degree
10	Athletic trainers	Bachelor's degree

Source: Employment Projections Program, U.S. Department of Labor, U.S. Bureau of Labor Statistics

As we continue to rebuild the state's economy, higher education has to be an important component of our economic development strategy. We face a new context of global economic competition. College instructors and employers report that far too many students are unprepared for the rigors of college and career. Our competitors in developing countries are well aware of this and are making significant investments in their educational system and research infrastructure.

Clearly institutions of higher education are a critical part of the State's economic engine. They are central to the long-term health and welfare of their communities and essential for the training and development of our future leaders. The Regional Economic Councils in New York have acknowledged the role of higher education as economic drivers by including members of academia in their membership. We have witnessed this first-hand with UAlbany's College of Nanoscale Science and Engineering. It is essential that policies be developed that will help New York State colleges and universities compete for the very best faculty and researcher, who in turn will make New York more competitive in securing critical federal grants.

In the table below, data from 2009 shows that there is a clear national leader in research and development expenditures. California's colleges and universities had almost twice the level of research and development expenditures than New York State colleges and universities. While New York is ranked second nationally, our research and development expenditures of \$4,224,536, which represents funding that New York colleges and universities have been awarded from federal, state and industry, place us practically even with Texas with \$3,984,258, who is ranked third. In addition, our six year growth rate is 12 percentage points behind that of Texas, and 7 percentage points behind Maryland. Since funding of this kind

represents, to some extent, the quality of the research program at an institution, which also attracts additional private sector investments, the State needs to monitor and support those programs that continually attract research funding from external sources. Since data is not available for 2010 or 2011, this transposition of ranks may have already occurred.

Comparison of Research and Development Expenditures at Colleges and Universities (Dollars in Thousands), Selected States								
State	2004	2005	2006	2007	2008	2009	2009 Rank	6 Yr % Change
Alaska	\$146,465	\$153,721	\$163,034	\$136,364	\$129,724	\$132,554	45	-9.5%
Wyoming	\$60,054	\$83,449	\$89,414	\$79,700	\$74,720	\$77,633	50	29.3%
Hawaii	\$241,346	\$240,247	\$257,478	\$274,373	\$278,751	\$300,302	36	24.4%
Connecticut	\$649,245	\$669,923	\$691,998	\$691,408	\$731,711	\$752,793	24	15.9%
North Carolina	\$1,446,874	\$1,655,327	\$1,709,877	\$1,884,244	\$1,979,164	\$2,160,505	7	49.3%
New York	\$3,351,943	\$3,610,287	\$3,804,748	\$3,964,070	\$4,035,799	\$4,224,536	2	26.0%
New Mexico	\$303,922	\$361,466	\$421,428	\$410,375	\$416,991	\$435,375	32	43.3%
Illinois	\$1,713,282	\$1,771,107	\$1,824,223	\$1,867,003	\$1,972,752	\$2,113,124	8	23.3%
Nebraska	\$325,001	\$360,148	\$358,858	\$364,842	\$376,092	\$393,611	34	21.1%
New Jersey	\$805,135	\$865,641	\$858,413	\$864,678	\$878,272	\$913,835	19	13.5%
Nevada	\$163,764	\$178,492	\$194,459	\$192,081	\$190,893	\$182,016	41	11.1%
Louisiana	\$559,372	\$584,336	\$552,931	\$604,007	\$660,262	\$670,995	25	20.0%
Maryland	\$2,268,304	\$2,356,905	\$2,529,998	\$2,542,336	\$2,747,001	\$3,021,052	4	33.2%
Georgia	\$1,222,150	\$1,274,410	\$1,302,570	\$1,388,976	\$1,521,486	\$1,565,574	12	28.1%
Massachusetts	\$2,000,120	\$2,079,548	\$2,122,756	\$2,171,596	\$2,271,757	\$2,463,395	6	23.2%
Texas	\$2,879,129	\$3,073,724	\$3,270,728	\$3,417,082	\$3,744,182	\$3,984,258	3	38.4%
California	\$6,012,871	\$6,264,908	\$6,490,107	\$6,733,546	\$7,026,354	\$7,406,053	1	23.2%
Wisconsin	\$956,652	\$999,847	\$1,039,530	\$1,066,688	\$1,117,152	\$1,203,919	13	25.8%
North Dakota	\$151,710	\$149,994	\$160,095	\$160,095	\$180,764	\$185,708	40	22.4%
Kentucky	\$424,013	\$452,265	\$479,282	\$503,293	\$506,057	\$540,295	29	27.4%
US	\$43,257,915	\$45,798,944	\$47,750,592	\$49,493,338	\$51,934,133	\$54,935,457	N/A	27.0%

Data Source: National Science Foundation, National Center for Science and Engineering Statistics. 2011. Academic Research and Development Expenditures: Fiscal Year 2009. Detailed Statistical Tables NSF 11-313. Arlington, VA. Available at <http://www.nsf.gov/statistics/nsf11313/>.

Strengthen Connections between Higher Education and Other Parts of the State's Social and Economic Structure

Sector Initiatives in Response to Topic of Concern

The City University of New York (CUNY)

The concerns about the state's social and economic structure are threaded throughout CUNY's Master Plan, from start to end. Early on, for instance, the document addresses the environment of economic recession and recovery. This Master Plan was developed as the country was in the process of emerging from the worst economic downturn in the United States since the Great Depression. The recovery has been fragile, unemployment remains high, and

anger at financial and political institutions is widespread. According to the New York State Department of Labor, in December 2011 the unemployment rate in New York City was 9 percent; statewide, at that time, it was 8 percent; and nationwide, it was 9 percent.

Increasingly, the economy favors students with appropriate credentials. The higher the level of education, the more likely people are to be employed and to earn more, and the less likely he or she is to be laid off in a future recession. In January 2012, according to the Bureau of Labor Statistics, the U.S. unemployment rate for people 25 years and over with only a high school degree was 8.4 percent, the rate for those with some college or an associate degree was 7.2 percent, and the rate for those with a baccalaureate degree and higher was only 4.2 percent. CUNY programs are crucial to ensuring that New Yorkers have opportunities for good jobs and career advancement. CUNY provides postsecondary education at every level from certificate through doctoral programs, in a myriad of fields. In 2010-2011 there were approximately 1,400 active programs at CUNY—50 certificate programs, 240 associate degree programs, 547 baccalaureate degree programs, 484 master's degree programs, and 60 doctoral programs. Of these, 357 were in STEM areas (science, technology, engineering, and mathematics).

Projections suggest growth in employment opportunities that require different levels of credentials but that all offer good salaries. Many of these opportunities fall within occupational areas that require a baccalaureate degree: teaching, business and finance, sales, computer technology, writing and editing, art and design, human resources, engineering, and architecture. CUNY has strong programs in all of these areas.

For example, the number of students graduating from CUNY's teacher education programs has increased by more than 13 percent over the past 10 years; about one-third of the teachers in New York City's public schools were educated at CUNY. In business and finance, CUNY awards about 4,500 baccalaureate and 800 master's degrees each year (excluding sales and marketing). These numbers include about 2,000 degrees from accounting programs annually. Graduates from CUNY writing programs make up more than one-third of the writers and editors trained by city institutions of higher education.

Other high-demand occupational areas require workers to hold an associate degree. Representative careers include health and science technician, registered nurse, computer support specialist, engineering technician, paralegal and legal assistant, designer, and broadcast technician. In these areas, too, CUNY offers strong programs. The numbers of CUNY graduates from associate programs in nursing and other allied health fields have increased by 10 percent and 60 percent, respectively, over the past 10 years. About 65 percent of the associate-level registered nurses who graduate from New York City institutions are graduating from CUNY; more than 500 CUNY students graduate each year prepared for jobs as health or science technicians. About 400 CUNY students graduate each year prepared for jobs that require an associate degree in computer support; this is about half of total number of associate-degree graduates in computer support from around the city. CUNY graduates also account for about half of the workforce in engineering technology.

In addition to examples referenced elsewhere in our responses within this document, two exemplary programs merit mention here. First, as its Decade of Science progresses (2005-2015), CUNY has built significant capacity in research, especially in science and engineering, positioning the University as a major regional resource for economic development. During the period of this Master Plan, the University will expand on its burgeoning entrepreneurialism and increasing number of collaborations with business and industry through the establishment of a CUNY Center for Innovation and Entrepreneurship. The University has received \$2 million in capital funds from the New York City Council for this initiative.

This center will encourage the development and commercialization of novel and cutting-edge research as well as fast-track new technologies from the laboratory into the marketplace. Training will be provided to assist faculty inventors in a variety of areas including developing business plans, performing market research, launching spin-off companies, and applying for Small Business Innovation Research and Small Business Technology Transfer grants.

The entire University will benefit from a flourishing culture of entrepreneurship. Faculty involvement in applied research with ties to industry will receive increased research funding from private companies, and there will be greater involvement, donations, and investment by alumni in the University. Recruitment of top-notch faculty will become easier as productive researchers, who are interested in commercializing their inventions, will be attracted to CUNY. University-industry collaboration will also encourage the creation of start-up companies that will both generate a new source of revenue for CUNY and have a positive impact on local economies. Faculty working with private companies will be able to revitalize career-oriented graduate programs and contribute to the development of new professional programs. Opportunities for student involvement in internship and research programs in the private sector will increase, thus enhancing CUNY's ability to expand career prospects for its graduates, and consequently increasing student recruitment and retention.

In its initial phase, the core function of the center will be as a business incubator for CUNY faculty—offering its tenants a physical infrastructure, professional mentorship, opportunities for collaboration, and a host of supportive and administrative services. The Center will have a CUNY-wide scope and will embrace entrepreneurship in science and engineering as well as in non-science based companies. The Center will initially occupy approximately 6-10,000 square feet at an external commercial site, and is expected to house between 15-25 companies when fully operational.

This Center will integrate several existing University-wide services that facilitate entrepreneurship, including technology transfer, intellectual property, and legal assistance, as well as research administration. The CUNY Technology Commercialization Office will provide direct support on issues related to technology transfer, agreements and contracts, and licensing to Center tenant companies. Such integration of different functional domains is vital for creating an effective system capable of expediting legal and financial transactions with investors, companies and the business community.

This initiative recognizes the need to establish a CUNY Innovation and Entrepreneurship Fund. This fund will be used to attract external financial support for CUNY's efforts in generating, sponsoring, and/or incubating companies. Such a fund would provide an excellent mechanism for creating and developing interest among alumni and other private investors. CUNY will leverage internal resources to set up this fund and help raise external resources.

CUNY's strength has always been in the talent and expertise of its faculty. In scaling up innovation and entrepreneurship, CUNY will be broadening the University's rich tradition of research that benefits the colleges and the University, as well as the local and state economies.

As suggested in the reference just above to opportunities for student research and institutes, CUNY recognizes that in order to compete in today's global marketplace, students must have opportunities to develop specific strengths and skills. Over the life of this master plan, the University will bolster its career centers and internship programs in order to expand the experiential learning opportunities that enhance students' marketability. More specifically, campuses must make greater investments in developing work experiences, certificates, undergraduate research opportunities, and industry partnerships that will build students' skills and ensure professional currency.

For example, a variety of collaborations, including private and governmental partnerships, can provide educational, career-related, opportunities for students. More specifically, CUNY is working with JPMorgan Chase to provide a workforce pipeline for students in information technology (IT) at Queens College. This partnership will work toward enhancing the IT curriculum at Queens College, utilizing feedback from JPMorgan's investment banking practices, while providing competitive internships and professional development opportunities for students. Expanding these experiential learning opportunities with private industry will position CUNY graduates to be more competitive in tomorrow's global workforce.

State University of New York (SUNY)

The two overarching goals, the diversity goal, and the Six Big Ideas in SUNY's Master Plan emphasize SUNY's strong connections to New York State's social and economic structure. Harnessing SUNY's potential for the betterment of the state is the central thesis of our strategic plan, *The Power of SUNY*, and the initiatives that flow from this plan are targeted to increasing SUNY's capacity to provide excellent higher education that is accessible and affordable, while putting its economic engine to work for New York. As Chancellor Zimpher reminds us, "*The Power of SUNY: Delivering on Our Promise, 2012 and Beyond* was created in this spirit of continuous improvement, along with our collective commitment to accountability. This Master Plan provides the story of how we arrived at this vision, the mechanics of implementation, and a substantive update on the initiatives and best practices that are bringing *The Power of SUNY* to life. Our work has also been bolstered by the strong support of Governor Andrew Cuomo. The Governor's embrace of higher education as a driver for New York's economy raises the bar for SUNY to fully partner with the state—and deliver the graduates who will be the competitive workforce of the future."

In 2009, the State University of New York Board of Trustees charged its incoming Chancellor, Nancy Zimpher, to lead a system wide strategic planning process. The ensuing process was built around leveraging the system's greatest assets while addressing major infrastructure needs. All of this work was grounded in SUNY's core mission, "to provide to the people of New York educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population," and its motto, "To Learn, To Search, To Serve." SUNY's plan would similarly push the envelope, informed by a twenty-first century land-grant concept, and encompassing an ambitious agenda that expanded SUNY's reach beyond its 64 campuses to the boundaries of New York State—and beyond.

There were also meetings with congressional and legislative representatives, the SUNY Board of Trustees, the SUNY campus presidents, and members of the media. The tour provided an invaluable perspective on the current state of SUNY and an initial understanding of SUNY's most pressing issues and possibilities—from the ground up. At the end of the tour, 16 preliminary themes and several core infrastructure issues emerged, which became the foundation for Phase II development activities. And a powerful value proposition had surfaced—a working hypothesis that would be tested during Phase II: "SUNY can be a major economic engine and improve the quality of life in New York."

To begin Phase II of the Strategic Plan, SUNY formed a Strategic Planning Steering Committee comprised of campus presidents, staff, students, and community members. This team was charged with prioritizing themes and objectives for SUNY's statewide conversations, along with developing the strategic actions for the planning process as a whole. During Phase II, SUNY conducted eight statewide conversations, at campuses across the state, to consider the selected themes. These events served as the convening sites for the "Group of 200," a diverse group representing a cross section of key SUNY stakeholders and including faculty, system administrators, staff, students, alumni, campus foundations, and community leaders.

In addition, working groups were created to focus on each theme and core infrastructure area, staffed by experts from inside and outside of SUNY. In the spring of 2010, the working groups completed reports that provided a high-level summary of SUNY's strengths, capabilities, and key challenges it faced, and they proposed actions that could help meet strategic goals. At the end of this phase, eleven months after the 64-campus tour, SUNY had coalesced around the idea that SUNY has tremendous capacity that can be leveraged to drive economic development and enhance the quality of life for the people of New York.

Innovation Teams—The Six Big Ideas:

- SUNY and the Entrepreneurial Century
- SUNY and the Seamless Education Pipeline
- SUNY and a Healthier New York
- SUNY and an Energy-Smart New York
- SUNY and the Vibrant Community
- SUNY and the World

SUNY and the Entrepreneurial Century: SUNY will cultivate entrepreneurial thinking across our entire learning landscape, helping new and existing businesses innovate, prosper, and grow.

SUNY and a Seamless Education Pipeline: SUNY sees education in New York State as a pipeline that extends from birth to retirement years—and finds ways to close the gaps that impede success.

SUNY and a Healthier New York: A fully integrated SUNY healthcare enterprise has enormous potential—in terms of public health, economic impact, and global influence.

SUNY and an Energy-Smart New York: Achieving sustainability demands action on multiple fronts at once. SUNY’s collective intelligence makes it New York’s renewable resource for ideas.

SUNY and the Vibrant Community: As other entities cut or loosen local ties, SUNY’s role as an enduring, enriching presence in communities becomes even more critical.

SUNY and the World: We will nurture a culturally fluent, cross-national mindset and put it to work improving New York’s global competitiveness.

Diversity was originally conceived as one of the Big Ideas to be addressed in the plan. But over time, and across many important conversations, it became clear that the challenges and opportunities connected to diversity could not be separated from any aspect of SUNY’s work. So diversity became a thread that was woven through each of the Six Big Ideas, with specific “Diversity Counts” goals that underscore SUNY’s commitment to respecting, encouraging, and promoting all aspects of human difference—and ensuring that our campuses mirror the rapidly changing world.

Independent Colleges and Universities

Independent colleges and universities maintain numerous, valuable partnerships with local businesses, non-profits, and other groups through internships, research, development of joint programs, on-site training, mentoring, career fairs, regional sustainability, and entrepreneurial/venture capital associations, etc. They are always eager to expand these partnerships, since they serve their missions, students, regions, and the state as a whole.

There are many visible ways that independent colleges and universities help prepare their students for the workplace. One common thread found across campuses is that of a career services office (sometimes called the career development office, career center, career placement office, or career office). These offices help undergraduate and graduate students (and often alumni) by providing a variety of services with regards to job placement and other post-graduation goals. Students are encouraged to visit these career offices early during their matriculation and to also continuously draw on their services until they find a job or enroll in graduate school.

Partnering with Business — Keeping Students in New York

Currently, students who are enrolled in independent colleges and universities have the opportunity for numerous professional development opportunities while earning their degrees. After spending at least four years in a New York State college town or city, resulting in relationships and connections, as well as fondness for the community, recent graduates can be persuaded to remain in New York following graduation. Enhancing co-op and internship programs will provide incentives for students to become familiar with New York employment opportunities, while loan forgiveness programs will encourage alumni to stay after graduation.

Independent colleges and universities offer internships, mentoring, and pre-professional coaching programs that offer students opportunities to gain a much deeper, more substantive foundation and approach to the business and workplace context. Each approach plays a distinctive role in offering students a chance to gain valuable personal and pre-professional experiences that generate a better understanding of corporate and other work-related cultures, and instill a sense of how personal aptitudes, skills, and approaches may merge with different career paths and professional networking opportunities. New York State should support these unique efforts.

Meeting Business Needs

For New York to remain an economic leader, both nationally and globally, higher education needs to continue to be a key driver in preparing a quality workforce by offering instructional programs, matching instruction to the needs of business, industry, and the community.

The independent sector connects workforce development to economic development in the state by matching instructional programs to the needs of business and community leaders (*see chart 22*). Efforts include working with business to identify specific needs, offering tailored coursework, and supporting apprenticeship programs. Independent colleges and universities often partner with advisory committees, as well as with representatives from business and industry, to identify educational needs and then work together to attract students into critical programs.

Independent colleges and universities are also flexible in their delivery when offering academic business programs to employees of companies, government entities, and non-profit organizations. While many programs take place on an independent campus, they also take place at local corporations, government offices, and even area hospitals and other community sites. Offering many venues allows employees to attend courses closer to their homes or workplace.

Partnering with Government

The Independent Sector partners with all levels of government to provide a variety of services from helping government employees achieve necessary certifications to creating specific programs. The range of courses offered is wide. Examples include customized training programs, continuing education courses, and undergraduate and graduate courses.

At the state and local level, independent colleges and universities collaborate with government agencies to sustain and enhance the skills and competencies of public workers to enable them to perform in an ever-changing public environment.

Partnering with Labor

Independent colleges and universities partner with labor unions, such as the United Federation of Teacher (UFT) and the New York State United Teachers, to provide coursework to their members. Upon successful completion, enrollees at certain independent colleges and universities can then matriculate into programs in education. In addition, some colleges and universities partner with labor unions and provide discounted tuition rates.

Proprietary Colleges

Virtually all the activities of the institutions in the sector are designed and presented with the objective of ensuring the graduate of career readiness. Higher education institutions are in a unique position in their communities to sponsor lectures, field trips, workshops, internship programs and other career-related events with local employers and with other community organizations designed to pinpoint the ingredients of career readiness. At least one institution in the sector offers lifetime fee-free career services assistance to its graduates. Activities that encourage teamwork and peer interaction, use peer critique to improve individual performance, and courses that support the development of a positive work ethic and “soft skills”, such as effectiveness, etiquette and ethics, and focus on integrity issues, are seen as essential to the development of career readiness. And vigorous and consistent work with students in such areas as resume’ writing, arranging internships, interview techniques and placement assistance is characteristic of the institutions in the sector.

Proprietary colleges strengthen connections with business and the world of work. Throughout the sector, internships are common practice and essential to creating the connection with employers. Almost all of the colleges have internship programs, many of which are built into the curriculum and required prior to graduation. Students are able to get real life experience early on and usually in a number of different settings. It is proven, that internships also help job placement. Each year thousands of graduating students are either offered or accept a job with an employer with whom the students interned. This is good not only for the student and college but also extremely beneficial to the employer.

Other common activities of institutions in the sector include membership in chambers of commerce; learning through person-to-person contacts of the existing and anticipated needs of local employers; assisting startup enterprises; sponsoring career fairs; coordinating interview appointments; conducting seminars and workshops relating to placement matters; assisting with the preparation of resumes; offering events designed to provide current and prospective employers with current information about the college; maintaining close contact with local career counseling organizations; arranging internships and externships; inviting local business leaders to campus as guest speakers on career opportunities; including local business leaders on college advisory councils, including a high school presentation team in the institution's structure with the objective of providing information about career opportunities; periodically surveying local employers of the institution's graduates to determine the employers' satisfaction with the graduates they have hired; maintaining advisory boards of practitioners in some or all of its academic areas; and inviting other forms of input from potential employers.

Recruiting the best possible faculty from the world of work, and seeking highly qualified practitioners as adjunct faculty are seen as key ways to improve the overall quality of the education being offered, while strengthening connections with business and the world of work. Some institutions see a need for more government and industry sponsored conferences and programs to foster and support student/employer interaction. At least one institution offers a program that reaches far beyond local cultural issues by offering lectures and presentations by qualified presenters on issues that pertain to the world at large.

Proprietary colleges serve many functions within a community: strengthen partnerships with business, labor and community organizations to inform public about need for and availability of higher education; identify, join and work actively with organizations, school-based or otherwise, whose activities include programs for making prospective students aware of the educational activities available to them, and to assist the student both in preparing for and undertaking the college experience; and to provide and encourage other types of organization to encourage and provide mentoring as a powerful tool in pursuing those objectives.

In promotional efforts, they seek to balance the economic rewards incentive for postsecondary education with the many other less tangible but highly important benefits of a college education. Offering programs for the further education and training of current employees of public and non-public employers can have a strong influence on the local economy. A broad coordinated and sustained statewide campaign highlighting the crucial lifelong economic benefits of higher education should be considered. A state-supported website listing areas of current employment opportunities, with appropriate links to institutions that prepare individuals for those areas of employment could be a worthwhile initiative.

Roles of four year colleges vs. community colleges: The role of community colleges (and most proprietary colleges, whether two-year, four-year or at the graduate level), is very specifically to prepare the graduate for a place in the world of work. Most four-year institutions

offer programs that are far less specific to career preparation. Community colleges and public and independent colleges can of course best speak to their respective roles as they see them.

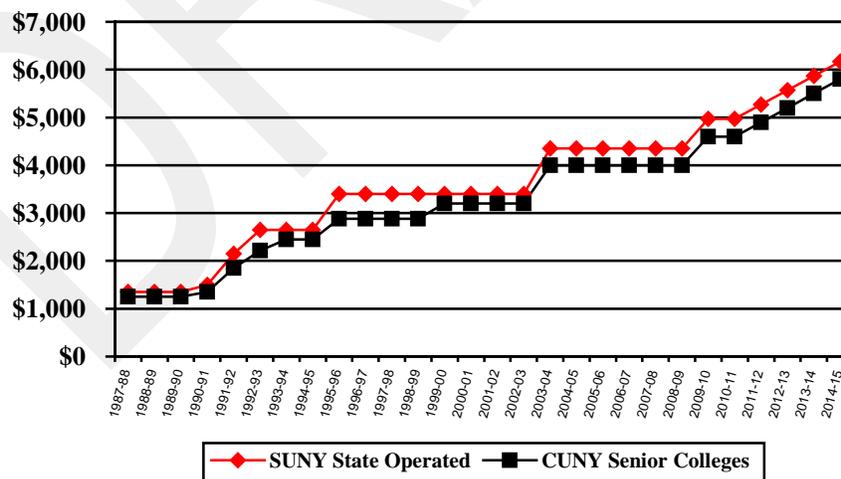
Improve Access, Quality, and Performance of Higher Education

Regents Initiatives in Response to Topic of Concern

The Cost of Higher Education

Ensuring an affordable, accessible high quality postsecondary education system can serve as the gateway to opportunity and economic success for all individuals. New York ranks 11th in the nation and 4th among large states in the percentage of low income students attending college, in part because of the Tuition Assistance Program (TAP). Issues surrounding the funding and the cost of higher education have been a matter of concern for several years. In 2011, through an agreement between the Governor and Legislature, SUNY and CUNY were permitted to raise tuition \$300 annually for five years. The increases will raise annual undergraduate tuition over five years, from \$5,270 to \$6,470 for SUNY and from \$5,130 to \$6,330 for CUNY. Additionally, the agreement permits a 10 percent annual tuition increase for out-of-state students. The agreement included a "maintenance of effort" assurance that State support to SUNY and CUNY would be maintained during the five years of tuition increases. Similarly the CUNY Trustees in 2011 approved a series of \$300 annual tuition increases that will extend through 2015.

**Tuition Increase
1987 – 2014-2015**



As demonstrated in the chart above, past practice resulted in irregular and dramatic tuition increases that often coincided with decreases in state support. For example, in 1991-1992, SUNY tuition increased approximately 77 percent, which had a dramatic affect on college affordability. Under this system, some students might advance through four years of college

and not have experienced any tuition increases while other less fortunate students were subjected to significant increases. As a result of the legislation adopted in 2011, the tuition increases will be predictable and will be shared by all students as they pursue their degree.

Tuition within the independent colleges and universities varies from the two public systems. The National Association of Independent Colleges and Universities (NAICU), which collects data on college costs for independent colleges nationwide, indicated that the tuition increase seen in 2009-2010 was the smallest increase in tuition and fees since the 1972-73 academic years. However, while concerns persist about the high cost of tuition, the fact remains that tuition costs are often offset by scholarships and institutional aid, much of which is based on the student’s financial need. Nearly 8 out of every 10 full-time undergraduate students attending New York’s independent colleges receive financial help to meet college costs. Each year, New York’s independent undergraduate colleges give more than \$3.2 billion in grants to their students.

Although tuition tends to be the focus when the cost of college is discussed, a better indicator may be the full cost of attendance. This number includes tuition, fees, room and board, books, supplies and transportation. As shown in the table below, the full cost of attendance at a SUNY four-year college or university was a little over \$20,000 a year in 2010-11.

There has been widespread and vocal concern expressed throughout the United States regarding the increasingly high cost of a college education. The Regents have consistently raised this concern, as have policymakers at the State and Federal level. As part of the Regents priorities, we must work to ensure that students are College and Career Ready, which will help them be fully aware of their options and make good decisions about their choices regarding the college they attend, the focus of their studies, the cost of attendance and the meaning of any debt they are willing to take on to pay for that education. It is essential, especially while our economy continues to struggle, that the higher education community do all that it can to limit increases in the cost of attendance.

Typical Expenses for Undergraduate Students Enrolling in SUNY Baccalaureate Degree Programs at State-Operated Campuses								
Year	Living on Campus						Total Cost of Attendance	Out of State Resident Total Cost**
	Tuition	Average Fees*	Room & Board	Books & Supplies	Personal Expenses	Trnsp		
2003-04*	\$4,350	\$895	\$7,230	\$900	\$1,190	\$580	\$15,145	\$21,095
2004-05	\$4,350	\$900	\$7,460	\$950	\$1,130	\$620	\$15,410	\$21,360
2005-06	\$4,350	\$950	\$8,180	\$1,060	\$1,310	\$640	\$16,490	\$22,750
2006-07	\$4,350	\$1,010	\$8,520	\$1,100	\$1,320	\$580	\$16,880	\$23,140
2007-08	\$4,350	\$1,230	\$8,790	\$1,110	\$1,350	\$800	\$17,630	\$23,890
2008-09	\$4,350	\$1,190	\$9,260	\$1,110	\$1,340	\$810	\$18,060	\$24,320
2009-10	\$4,970	\$1,200	\$9,780	\$1,140	\$1,270	\$890	\$19,250	\$27,150
2010-11	\$4,970	\$1,260	\$10,300	\$1,200	\$1,360	\$960	\$20,050	\$27,950

Unfortunately, these college expenses come amidst changes to federal and State financial aid programs. Many of the safety nets college students relied on to finance their education have been reduced in recent years. On the federal level, the Pell Grant program, considered the pillar of the nation's financial aid to low-income undergraduate students, has been affected by a number of programmatic changes that can potentially affect students' awards. Other federal programs have fared poorly as well. In 2011, the government eliminated the Academic Competitiveness Grant, the Science and Mathematics Access to Retain Talent Grant and the Leveraging Educational Assistance Partnership program. State funding has also been decreased for certain financial aid support programs. The Search for Education, Elevation and Knowledge (SEEK), the College Discovery, and the Higher Education Opportunity Programs have been limited over the last 20 years with actual funding significantly outpaced by inflation.

TAP Recipients by Income Range All Award Schedules, 2010-11			
Income Range	FTE Recipients	TAP Dollars	Average Award
\$0 to \$10,000	136,096	\$535,916,364	\$3,938
\$10,001 to \$20,000	43,319	\$158,076,834	\$3,649
\$20,001 to \$30,000	34,864	\$89,447,169	\$2,566
\$30,001 to \$40,000	26,962	\$39,399,256	\$1,461
\$40,001 to \$50,000	21,139	\$13,132,471	\$621
\$50,001 to \$60,000	18,212	\$7,532,500	\$414
\$60,001 to \$70,000	15,944	\$6,593,555	\$414
\$70,001 to \$80,000	13,027	\$5,387,017	\$414
Grand Total	309,563	\$855,485,165	\$2,764

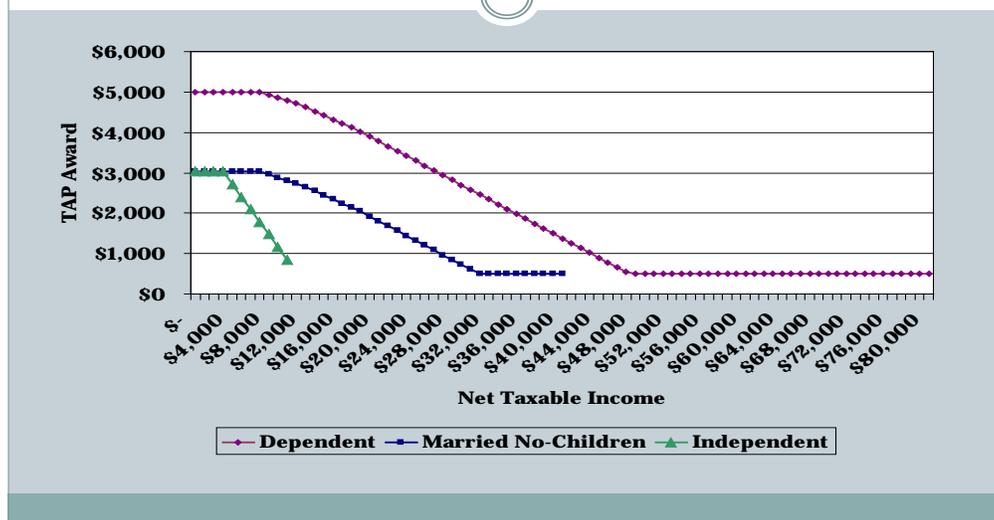
Source Data: NYS Higher Education Services Corporation (HESC)

With the cost of higher education continuing to increase, and financial aid remaining relatively level during the past several years, we have seen an increase in the average level of debt that students are taking on to attend college. In some cases the debt can exceed the earnings potential the student might have, and more troubling, many students take on significant debt without degree completion.

In addition, too often students receiving TAP awards are enrolled in remedial courses, therefore making little progress towards their degree. Since a student's TAP eligibility is limited to a maximum number of semesters, many students find that they lose TAP eligibility before they can graduate from college.

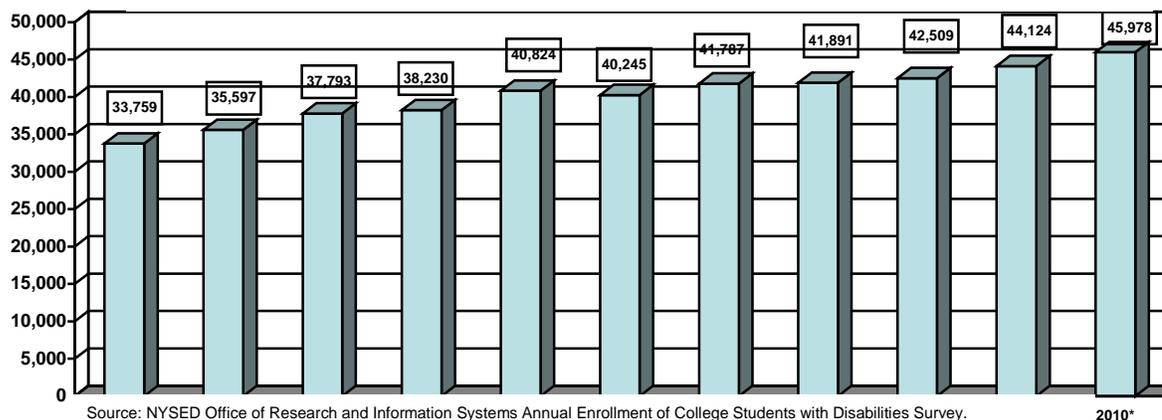
The chart below also provides the award schedules for students classified as married with no children or as independents. For an independent student with a net taxable income of \$10,000 he/she will receive a TAP award of less than \$1,000. Unfortunately, even after TAP and other sources of funds, many students will leave college with significant debt.

TAP Awards by Schedule and Net Taxable Income



Another topic of concern related to access to higher education is participation by students with disabilities. While students with disabilities enrollment has increased, it is difficult to determine the extent of unmet need. Without more detailed data, a plan for programmatic and institutional improvement to enable more students with disabilities to attend higher education is difficult to accurately execute. The lack of data prevents detailed analysis of access issues and the ability to evaluate the extent of the access problem. Lacking granular data, the trend of the number of students with disabilities increasing in total numbers at higher education is promising. However, without more precise data it is difficult to determine the success of specific recruitment measures, the ability of higher education institutions to assist academic completion, and the support services which may be more successful than other approaches. It is critical for individual institutions to determine the success of targeted initiatives and to pass this information along as best practices for other institutions to follow.

Enrollment of Students with Disabilities in Higher Education, NYS



Source: NYSED Office of Research and Information Systems Annual Enrollment of College Students with Disabilities Survey.

2010*

In 2000, the number of persons with self-identified disabilities attending college was 33,759. In 2010, the number grew to 45,978. These students may offer some challenges for higher education but certainly are an important resources to the people of New York.

Faculty training, assistive technology, counseling, and appropriate support personnel are some of the factors employed by colleges and universities. Accessibility and success for students with disabilities in higher education will depend on an understanding of how to provide the needed services effectively and in a timely manner. When given appropriate support, students with disabilities perform at rates equivalent to all students.

Strengthening access, services and outcomes in higher education for New Yorkers with disabilities remains one of the Board of Regents Topics of Concern for the 2012-2020 Statewide Plan for Higher Education.

While participation in higher education for students with disabilities has increased slightly since the last data was collected for the statewide plan; it is difficult to determine the extent of unmet access and the need for programmatic and institutional improvement to enable more students to enter and complete higher education. The lack of data providing a breakdown on the types of disabilities does not allow for a detailed analysis of the access issues, or whether there is an access problem for students with disabilities. Without this breakdown the simple fact that the absolute number of students with disabilities is increasing in higher education is promising, but it is difficult to determine the success of specific recruitment measures, the ability of higher education institutions to assist academic completion, and the support services which may be more successful than other approaches. It is critical for individual institutions to determine the success of targeted initiatives and to pass this information along as best practices for other institutions to follow.

In 2010 the federal Government Accountability Office published HIGHER EDUCATION AND DISABILITY: Education Needs a Coordinated Approach to Improve its Assistance to Schools in Supporting Students (www.gao.gov/new.items/d1033.pdf) reporting on visits to colleges, paper and phone surveys to colleges and universities across the US on the staffing, resources, technology, issues and challenges associated with making postsecondary education accessible to students with disabilities. In addition, the Council for the Advancement of Standards (CAS) and the Association for Higher Education and Disability (AHEAD) have collaborated on the development of new standards for disability departments that were scheduled to be published fall 2012. The research presented in these documents may provide NYSED the basis for developing an action plan to address the issues around students with disabilities in higher education. In addition, NYSED has met with representatives of the New York State Disability Services Council (NYS DSC) on several occasions to support and work to address concerns. We are currently working to revise our enrollment data forms in order to enhance our ability to capture relevant data that will help inform policy as it relates to students with disabilities. This data will clarify the number of students with disabilities on campus, and also clarify the range of disabilities these students may have.

Opportunity Programs

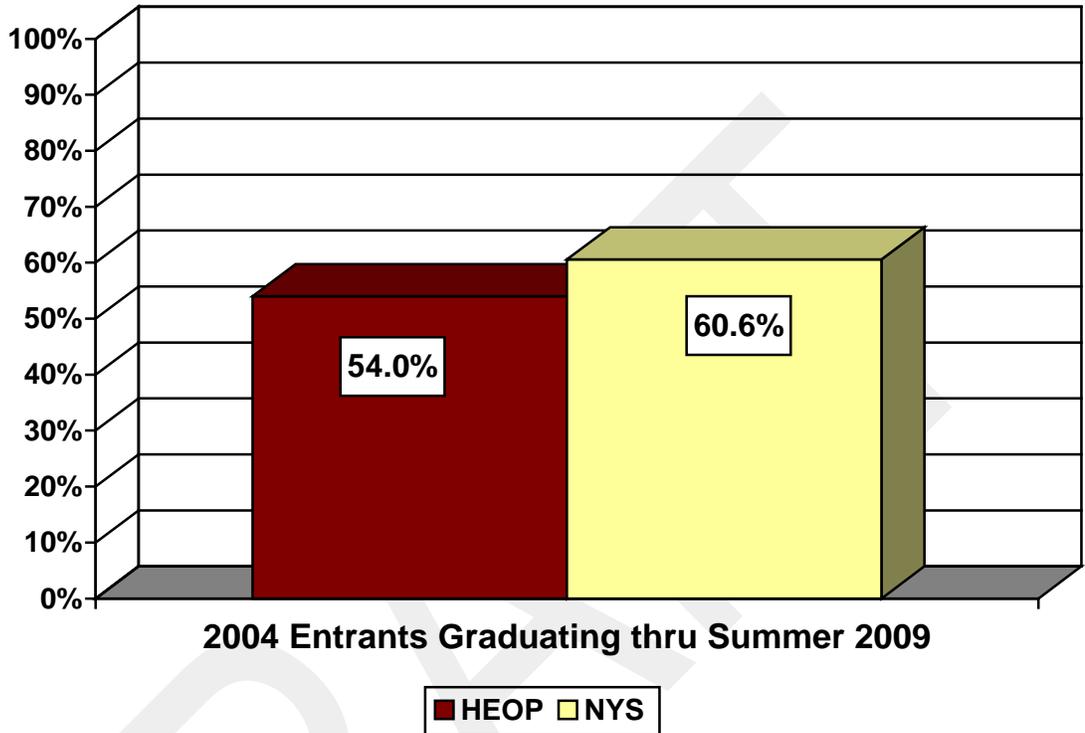
The Regents have a long history of advocacy for programs that provide access to a quality postsecondary education through the opportunity programs. As such, the Department continues to administer the Liberty Partnerships Program (LPP), the Higher Education Opportunity Program (HEOP), the Science and Technology Entry Program (STEP), and the Collegiate Science and Technology Entry Program (CSTEP). The STEP, CSTEP and LPP programs require that a higher education institution partner with P-12 schools to identify and provide support for students as early as the seventh grade.

The Higher Education Opportunity Program is designed to serve the student who is both academically and economically disadvantaged. An economically disadvantaged student is an individual from a low income family. In the most recent academic year (2011-2012) 89 percent of HEOP freshman students came from households with incomes less than \$31,830. These students often have the potential for a very successful collegiate experience but have not acquired the verbal, mathematical, and other cognitive skills required to complete their college work. Generally, their grades fall in the bottom half of the high school graduating class, and they have not earned a Regents diploma, they are from a high school which has a poor record for preparing students, or they have been out of school for a number of years.

A student eligible for HEOP will generally rank low on such traditional measures of collegiate admissions; such as SAT scores, high school average, and class standing. Institutions are encouraged to seek out academically disadvantaged students who have the potential for success in college and to admit such students through the Higher Education Opportunity Program.

While better instruction in high need school districts will be a major factor in attempting to address this issue, the larger issues of community poverty and joblessness remain as significant barriers to educational opportunities. New York State sponsored HEOP programs were specifically designed to assist academically and financially disadvantaged students. The chart below shows students in HEOP programs graduate close to the same rate as students that meet and surpass the academic requirements for admission to postsecondary institutions. For students in the 2004 cohort, HEOP students had a graduation rate of 54 percent approaching parity with all full-time, first-time students (graduation rate of 60.6 percent). Even when students face both educational and income challenges; academic achievement is possible when resources are prioritized and appropriate guidance and financial support is made available.

5-Year Graduation Rate
All Full-Time First-Time Entering Students
Compared to those Entering the Higher Education Opportunity Programs (HEOP)



Additionally, programs like the successful Liberty Partnerships Program, which establishes partnerships between higher education institutions and middle and high schools, and works with students to increase their academic success and college and career preparation, should also be expanded.

Early College High School

The Department has also worked to support the advancement of the Early College High Schools Program, which connects colleges and high schools in a way that allows students to pursue college credits while still completing their high school requirements.

Traditionally underrepresented students in postsecondary education need strong, innovative programs designed to boost their level of participation in college. Creating such programs that will increase underrepresented students' access to postsecondary education and reduce these students' costs to obtain a college education should be a priority for New York State.

It is well established that a postsecondary education is essential for financial and personal freedom in today's economy. A four-year college graduate earns two-thirds more than a high school graduate does. An associate's degree translates into earnings significantly higher than those earned by an individual with a high school diploma alone.

Furthermore, even when students from traditionally underrepresented communities make the transition to college, they often need one or more remedial courses to succeed. Statistics show that the more remediation a student needs, the less likely he/she is to graduate college.

According to the national Early College High School Initiative (ECHSI), these schools are "based on the principle that academic rigor, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious intellectual challenges." (See the ECHSI website at <http://www.earlycollege.org/>).

Finally, students who do complete a college education often leave burdened with significant financial debt. The financial hurdles that many students face are a barrier to achievement at the postsecondary level, especially for students from chronically distressed communities. Innovative programs that combine the opportunity for college level work and credit toward a diploma, while relieving students of some of the financial burdens associated with pursuing a college degree are needed.

The Department has initiated a potential solution in the form of a legislative proposal that would:

- Provide disadvantaged students with the opportunity and structured preparation in the public school setting.
- Accelerate completion of students' high school studies while allowing them to earn up to 60 transferable college credits, tuition-free.
- Support these ECHS programs as they serve school districts with high need schools.
- Maintain consistency of the mission of the New York State Tuition Assistance Program (TAP)
- Increase underrepresented students' access to postsecondary education and reduce these students' costs for obtaining such education. The academic and social support that ECHS provide their students helps to ensure these students successfully complete college coursework after high school, thereby making the investment of TAP funds in ECHS programs a sound strategy.

Educational Equity for DREAMERS

All students in New York State should be afforded the opportunity of an affordable, accessible high quality postsecondary education. Thousands of K-12 public school students in New York are children of undocumented immigrants and approximately 2,000 undocumented immigrants who grew up in New York attend The City University of New York, mainly because they can attend public colleges at in-state tuition rates.

New York's enlightened policy enables hundreds of thousands of undocumented students to receive education through the state's public school system; our state recognizes the value of an investment in college and career readiness for these students. It makes economic sense to help these young students become participants in New York's economy. Yet their futures are undeniably circumscribed by current immigration law. These young people generally derive their immigration status from their parents. If their parents are undocumented, most have no mechanism to obtain legal residency, even if they have lived most of their lives in the U.S.

Current State law prohibits undocumented immigrant students from receiving State financial aid (i.e., general awards, academic performance awards and certain student loans). Denying them aid means denying them access to higher education.

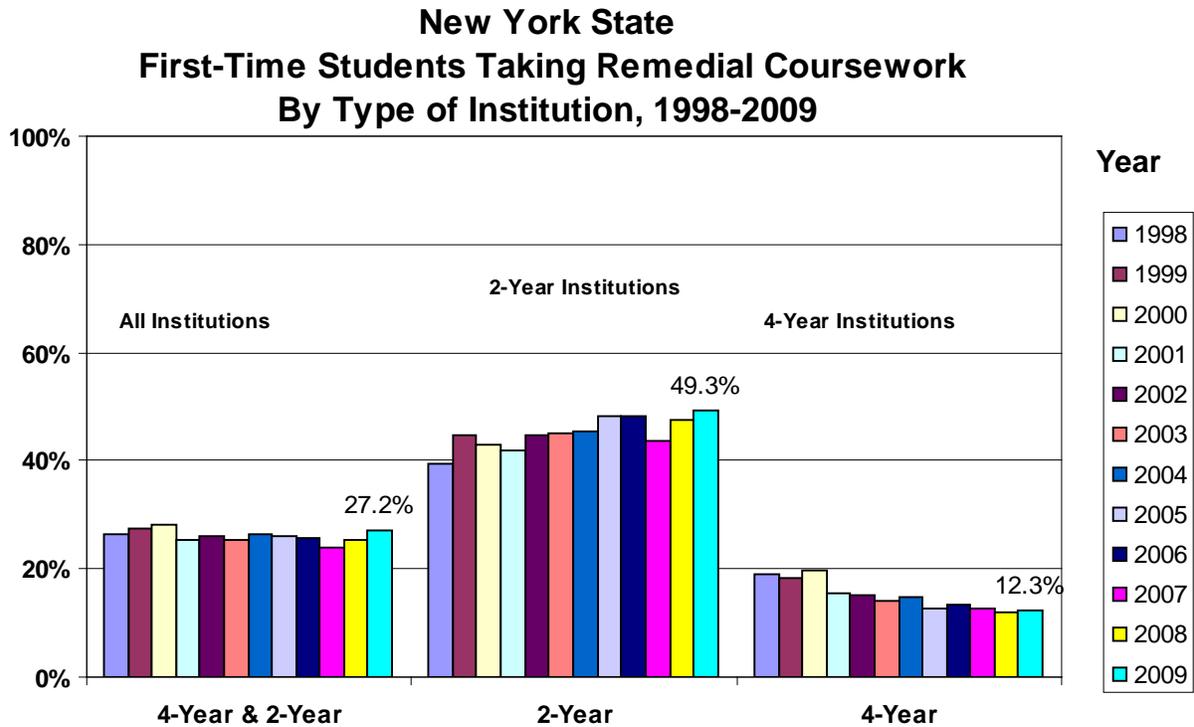
Our society and our economic growth depend on a vibrant, well-educated workforce, but right now, hundreds of thousands of New Yorkers are denied the opportunity to the education they need to fully participate in our economy. Without access to higher education, these students are far too often forced into the shadows of poverty and desperate existence.

The Regents recognize the most pressing issue that falls within their purview is providing educational opportunity. The Education Equity for DREAMers Act would change current law to:

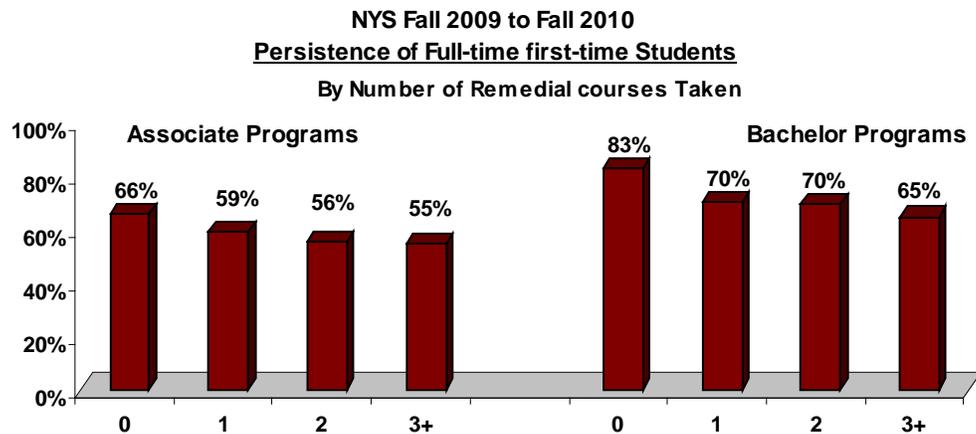
- Eliminate Education Law provisions requiring students to be a U.S. citizen or permanent lawful resident to receive general awards, academic performance awards and/or student loans, including TAP, scholarships for academic excellence and eligibility for the Regents loan forgiveness program.
- Allow non-residents, including undocumented immigrants, who graduate from New York State high schools to receive general awards, academic performance awards and/or student loans.
- Authorize SUNY, CUNY and community colleges trustees to provide state-aided programs, scholarships or other financial assistance to undocumented aliens who graduate from New York State high schools.
- Specifically allow non-residents, including undocumented aliens, who graduate from New York State high schools to receive State funds through the Higher Education Opportunity Program or the Collegiate Science and Technology Entry Program.
- Allow undocumented immigrants who have a taxpayer identification number to open a New York 529 family tuition account.

Remediation

Providing access to a quality postsecondary education is an essential component of the Regents Reform Agenda. Students entering higher education must be prepared for the rigors of academia. Remediation of students entering postsecondary education institutions significantly impacts the retention and graduation of students taking remediation courses. The chart below shows the percentage of first time students taking remedial coursework by type of institution.



The chart below indicates that the more remedial classes a student takes, the more likely he/she is to drop out.



Source: NYSED, Office of Research and Information Systems, June 2012

To address and reduce the impact of remediation on students, the initiative must begin with the P-12 system. While the impact of any policy initiative will be felt mostly among the P-12 public school districts; higher education will play an essential role in its development and implementation.

A major component of the Regents Reform Agenda is implementing the Common Core Standards for P-12 schools to foster graduates who are college and career ready. One goal was to develop a common core of standards that are internationally benchmarked and aligned with work and postsecondary education expectations.

Key roles for higher education in the Regents Reform Agenda are the recruiting, developing, retaining and rewarding of effective teachers and principals to go into P-12 schools. This combination, the implementation of the Common Core Standards and highly effective teachers and principals injected into the P-12 system, will greatly reduce the need for remediation at the postsecondary level.

Improve Access, Quality, and Performance of Higher Education

Sector Initiatives in Response to Topic of Concern

The City University of New York (CUNY)

As CUNY's master plan notes, today's students are digital learners, immersed in the 21st-century media culture. They take in the world (and conduct much of their lives) via the filter of computing devices: sophisticated cellular phones, gaming devices, laptops, TVs, etc. With so much of their experience mediated by networks like Facebook and YouTube—vast and vastly popular networks that didn't even exist a decade ago—today's students participate fully in a whirl of change with which the University is challenged to keep pace. Precisely because technological applications are not ends in themselves, but rather new ways of accomplishing the University's missions and goals, the challenge is not merely to keep pace but to innovate, to be more proactive than reactive in uses of technology for academic purposes.

The last decade has seen the emergence of social networks, the expansion of bandwidth, and the electronic transformation of whole industries. To help the academic community keep pace and be as prepared as possible for future changes, the CUNY Committee on Academic Technology (CAT) was formed in 2008. With two appointees from each campus, the committee and its subcommittees watch over the use of Blackboard, the development of e-portfolios, the maintenance of software licenses, and the modeling of standards and practices for online, hybrid, and tech-mediated teaching and learning.

One of the CAT's subcommittees, Skunkworks, is the research and development unit. Skunkworks tries out new technologies and establishes protocols for evaluation. Because calls for academic technology —solutions frequently do not come from the user community, this group's evaluation of new products and practices by faculty and student users in appropriate

contexts is significant. Given proper support, Skunkworks will become CUNY's *Consumer Reports* for academic technology in the coming years.

It is important to stress that Skunkworks, and indeed CAT as a whole, must imagine as well as test innovative academic applications of technology. The acceleration of technological change litters the landscape with unexpected and often unintended consequences. New ways of consuming information are not simply new ways of learning, just as textbooks, whatever their format, are not the same as classes. The University has been innovative in its uses of academic technologies, but these uses are not adequately defined by established practices, even those academic technology uses that are relatively recently established. The University must continue to test and adapt new means and modes of instruction and scholarly activity, informed by CAT and other groups that speak for the user community, guided by CUNY's mission of access and excellence.

CUNY is participating in a national experiment comparing hybrid and traditional face-to-face versions of a statistics course. The hybrid course was developed by the Open Learning Initiative at Carnegie-Mellon University. The study is led by William G. Bowen, President Emeritus of Princeton University and the Andrew W. Mellon Foundation, and Ithaka S+R, a strategic consulting and research group. This research is innovative because of the rigorous design of the assessment of the effects of hybrid instruction, which entails random assignment of students into online or face-to-face course versions. This experiment compares student learning and satisfaction, as well as costs, in an introductory statistics course. Three CUNY campuses, Baruch, CCNY, and BMCC, are involved in this research, along with SUNY and the University of Maryland. This endeavor has important ramifications for CUNY with respect to both quantitative education and to stimulating the development and offering of more hybrid and online courses. This work also marks CUNY's participation in a nationally groundbreaking research study and presents the University as a strong advocate of evidence-based decision making.

Although overall senior college full-time equivalent enrollments have increased by 9.6 percent over the last four years, state aid for the University's operating budget sustained reductions totaling \$300 million during that same period. State base aid for the community colleges has been reduced by more than 20 percent over the last four years, while enrollment has increased by 26 percent.

Given these continuing reductions in city and state aid, it has been very difficult to maintain and enhance quality, as well as to plan. For the better part of a decade, Chancellor Goldstein has advocated a predictable tuition policy, one that would provide stability for the institution and allow CUNY, as well as students and their families, to plan for the future. He has advocated for what is known as the CUNY Compact: state-authorized, predictable tuition increases accompanied by increased philanthropy and productivity by CUNY.

The chancellor has steadily gathered support for this policy through speeches, legislative testimony, and private conversations. In November 2005 remarks to the Center for Educational Innovation-Public Education Association, the chancellor said, —Public higher education must be a public priority, just as it is a public good. It’s clear that we must re-envision our partnership with the state in order to ensure that every student is encouraged and enabled to pursue a college degree. In addition, he placed financing for public higher education at the center of discussion during two national summits, in October 2008 and November 2010, that he hosted at CUNY.

Most CUNY undergraduates are products of the New York City Department of Education (DOE) high schools. The percentage of CUNY first-time freshmen from those high schools has been increasing, from 61 percent in fall 2002 to 71 percent in fall 2011. Community colleges saw the largest increase in student enrollment from the DOE—from 53 percent in fall 2002 to 72 percent in fall 2011.

A few years ago, it was predicted that the size of New York City’s high school graduating class would decrease substantially, but that decline has taken place much slowly than anticipated. Enrollment in grades 9-12 is now projected to decline only 3.4 percent between 2013 and 2018 (or in absolute terms, a drop from 271,466 high school students in 2013 to 262,119 in 2018). This relatively small decline is being offset by a number of factors, not the least of which is that DOE graduation rates have been steadily increasing, from 51 percent in 2002 to 68 percent in 2009. Thus, CUNY can expect a steady stream of applicants from the DOE in the period covered by this Master Plan.

In addition, the city’s population continues to grow. It currently stands at an all-time high of nearly 8.2 million residents. This increase in population is the product of population —churn, with domestic losses offset by large international inflows and natural increases (the balance of births and deaths). Those international inflows, i.e., the numbers of immigrants settling in New York City, grew by nearly 700,000 over the first decade of the 2000s. This influx is expected to continue, helping to drive the city’s overall population up 8.3 percent, to 9.1 million, by 2030.

In fall 2011 CUNY reached its highest enrollment to date, with almost 238,000 undergraduate degree students (an increase of 11.5 percent from 2008 when the last Master Plan was submitted). Also in fall 2011, enrollment exceeded 33,000 in the graduate and professional schools, an increase of 6 percent from 2008. In addition, in 2010-2011, the CUNY Continuing Education and Workforce Development programs served more than 200,000 students.

CUNY has always been an educational destination for immigrants and their children. If the following assumptions hold true, the effect on the University will be substantial.

- If projections of continuing immigration into New York City are accurate;
- If projections of increases in New York City's total population are accurate;
- If trends in New York City public high school graduation rates continue;
- If projections of DOE enrollment are accurate;
- If trends in CUNY's share of DOE graduates continues increasing at the same rate; and
- If trends in CUNY's first-time freshman enrollment continue (with no enrollment caps).

Considering these trends, by fall 2018, DOE graduates could represent over 85 percent of first-time freshmen entering CUNY, composing an estimated 38,500 of the nearly 44,000 first-time freshmen (up from 26,400 of a total of about 37,000 first-time freshmen in 2011). The key takeaway here is that despite declining DOE enrollments, CUNY will likely see increased market demand.

State University of New York (SUNY)

SUNY plans to enhance its already strong presence in online learning, and to take System-wide approaches to using technology to enhance student access, completion and success, as well as administrative productivity.

The Center for Collaborative Online International Learning (COIL) develops online collaborative international courses at SUNY as a format for experiential cross-cultural learning, sensitizing participating students to the larger world by deepening their understanding of themselves, their culture, how they are perceived, and how they perceive others. COIL builds bridges between study abroad, instructional design, and teaching faculty through courses taught by teams from different countries, thereby promoting, integrating, and enhancing international education experiences across the curriculum.

Online education represents an immense equalizer and a powerful vehicle to increase access and completion. But as in other areas, SUNY's online learning system is distributed—so we will put our best practices to work to create Open SUNY, a very competitive online environment. Over the past decade, online learning has evolved from a mechanism to provide learning at a distance to a diverse set of technologies including face-to-face, blended, and fully online courses and programs. Every aspect of instruction is now infused with technologies and practices that allow students and faculty to interact in web-based environments. Today's students expect to have access to their course materials, classmates, and faculty from devices they carry in their pockets.

Now SUNY is committed to coordinating and scaling up these resources into a system-wide, state-of-the-art online portal, tapping into the combined strengths of SLN and Empire State College, our leading institution in online learning, to develop **Open SUNY**. This online educational ecosystem will provide SUNY students with far greater access to the wealth of learning opportunities available across SUNY and present a centralized common database of course offerings to allow a student to match needs with online courses throughout the system.

The SUNY Digital Concierge will augment the Learning Commons with a personalized user interface that compiles an extensive knowledgebase of University contacts, policies, procedures, and web sites and assists users of the Commons to find the information they need. An enhanced **SUNY Center for Professional Development (CPD)** will greatly expand opportunities for faculty and staff to participate in training and development activities that support innovative teaching and learning, leadership, scholarly exchange, assessment, accreditation support, and academic initiatives. In addition, the **SUNY Learning Commons** will provide a “network of networks” to allow students, faculty, and staff to build system-wide relationships and connect with resources that will promote learning, research, and collaboration. The **Innovative Instruction Technology Grants** will be a series of competitive grants that SUNY faculty and staff may apply for to help spur innovative instructional activities by providing funding for conferences and workshops, collaborative curriculum development, research, and matching grants.

SUNY has adapted the concept of an “Iron Triangle” as an organizer to define the priority areas necessary to support the vision of *The Power of SUNY*, based on three mandates in higher education that often seem to exist in mutual conflict: **controlling costs, increasing productivity, and ensuring access and completion**. Under each leg of the triangle are three sub-priorities, creating new teams linked with the Board of Trustees, System Administration, Implementation Teams, and other entities within SUNY engaged in related projects and initiatives.

Working closely with the NYS Division of the Budget and the Office of General Services, we will use our combined buying power to generate savings in virtually everything SUNY purchases. Information Technology also represents another area for improving our efficiencies and services while reducing spending. SUNY will achieve these goals through streamlined student information systems, standardizing campus-based software, data warehousing, and data center consolidation. In addition, cost effective, high-service, customer-focused centers of expertise will process transactions through a service-oriented regional hub or system-wide center, driving savings and improving efficiencies.

In order to increase productivity, SUNY will invest resources and look to external support as well for the major initiatives that flow out of the Six Big Ideas. The impact of those actions will then be assessed by the data collected in our enhanced, web-based *Report Card*, which will allow for deeper analysis and data manipulation to measure our progress.

In addition, because seamless transfer between SUNY campuses is a key strategy in SUNY’s access and completion agenda, we will build on a record of achievement with mobility policies that help students shorten their time to degree, save money, and join the workforce sooner. Ultimately, all students who exit SUNY community colleges with an AA or AS will be ready to transfer, fully credited to our baccalaureate institutions.

Shared Services will enhance the core academics and student services mission of our campuses by enabling SUNY to reinvest \$100 million annually from administrative savings into instruction, delivery of courses and hiring more faculty. Because SUNY campuses have done an outstanding job in the past five years managing the reductions in State funding, significant savings are not easily found at any individual campus. However, high-leverage opportunities to save resources, improve efficiencies, and enhance services have been identified at the System level. Strategic sourcing will leverage SUNY's combined purchasing power. IT transformation will involve streamlined student information systems, standardizing campus-based software, data warehousing, and data center consolidation. Regional transaction centers will provide improved service at a reduced cost for payroll, benefits, accounts payable, travel, and other basic administrative functions, while customer-focused centers of expertise will process transactions through a service-oriented regional hub or system-wide center, driving savings and improving efficiencies. The Campus Alliance Network connects campuses to achieve savings, efficiencies and improved services, as working together, the campuses establish their own plans for shared services. Currently, two pairs of SUNY campuses have a shared administrative leadership arrangement: Delhi and Cobleskill, and SUNY IT and Morrisville.

Access for Students

Steady enrollment growth over the past decade, most notably at its community colleges, suggests that SUNY has been attractive and accessible to students. SUNY projects modest, sustainable growth of 3.2% in annual average full-time equivalent students (AAFTE) between 2010-11 and 2015-16, at a 0.6% annual rate, to remain accessible for both traditional-aged and adult learners.

The geographic dispersion of SUNY's 64 institutions brings educational opportunity within commuting distance of virtually all New Yorkers, as 99.8 percent of New York residents live within 30 miles of a SUNY campus or other site.

The SUNY Learning Network is a common platform that enables over 150,000 students per year to study from a distance, and Empire State College has 35 sites in convenient locations across the State to serve adult and continuing students through nontraditional teaching and learning, including distance education.

SUNY created a robust SUNY net price calculator to help students and their families estimate their expenses. SUNY students take advantage of State and federal student aid programs, and SUNY was one of the first university systems in the nation to sign on to President Obama's plan for a user-friendly Financial Aid Shopping Sheet. Successful campus fundraising has resulted in a growing number of scholarships for SUNY students. As required by law, SUNY is reducing tuition costs for all TAP recipients by paying for their tuition increases.

To meet the needs of adult students, SUNY's Empire State College will retain its unique mission while expanding its online offerings, while other SUNY campuses will **continue to** launch new undergraduate and graduate credit-bearing certificate programs for adults, and to

serve nearly 2 million adult students per year in non-credit, continuing education courses, half of which support business and industry.

SUNY's statewide network of Educational Opportunity Centers (EOCs) will continue to provide pre-collegiate services—in areas such as Adult Basic Education, English as a Second Language, GED and college preparation—to roughly 23,000 students per year, with more than 13,000 enrolled in programs leading to non-credit certificates.

Independent Colleges and Universities

New York's Independent Sector of higher education continues to provide access to the broadest range of New Yorkers through institutional programs and financial support. Private, not-for-profit colleges and universities in New York offer opportunities for low-income students and students of color—one in three New Yorkers enrolled full-time at a private college or university in the state comes from a family earning less than \$40,000 annually. One in four Black and Latino undergraduate students enroll at 4-year independent colleges and universities in New York State. The Independent Sector is committed to increasing access to higher education for adult learners and students with disabilities in order to meet the workforce needs of the future and improve equity in higher education.

Though institutions are willing and able to increase access to higher education to New York's neediest and underserved populations, we must also stress the importance of state- and federally-sponsored financial aid and opportunity programs. These programs are vital for many students and their families, and financial aid at the state and federal level must be preserved and reformed to ensure access to higher education for all New Yorkers.

Online education has seen huge growth in recent years and has become an integral part of postsecondary education. According to the Sloan Consortium, a nonprofit online educational professional organization, online enrollments have grown faster than the total population of college students, and this pace is not expected to slow. Sloan also predicts that the number of students who enroll in an online course will double by 2016. Recognizing this, colleges and universities in the Independent Sector have begun new and expanded existing online education efforts, offering more classes and entire degrees online to meet demand. In 2012, for the first time ever, *U.S. News and World Report* included rankings of online degree programs. In these rankings, five colleges and universities from New York's Independent Sector were recognized for their excellence in online degree programs.

Online learning helps increase access and extends the reach of higher education to larger segments of New York's population, and many colleges in the Independent Sector offer hybrid (in-class and online) and online courses, as well as entire degrees online.

Though online learning is a valuable tool for higher education, institutions and policy makers must also recognize the value of the on-campus experience. Logging in remotely is not the same as being with peers in the classroom at a college or university, nor can it replace

trading thoughts in the collegiate atmosphere of New York's colleges and universities. Along with a discussion of online learning, we must continue to strengthen the traditional postsecondary experience.

Students with Disabilities

The Independent Sector supports the Regents' goal of increasing access to higher education for students with disabilities. Independent colleges and universities in New York have many programs to assist students with disabilities both in applying to college and in completing their degree. However, a statewide plan for higher education should also include the recognition that the Department's Vocational and Educational Services for Individuals with Disabilities (VESID) and its associated programs have been under-funded for years, and that this hinders higher education access for many of New York's disabled student population.

In addition to complying with the Americans with Disabilities Act (ADA) and Section 504 of the Federal Rehabilitation Act of 1973, many campuses have an Office of Student Disabilities that provides support and guidance to students and faculty. Though there are Web sites and handbooks with important information for students with disabilities and the community as a whole, many accommodations are addressed on a case-by-case basis. Many campuses have all accepted students complete a disability registration form and encourage students with disabilities to self-identify to receive support. The campus staff works individually with each student to understand his or her strengths and limitations in order to develop their most effective and comprehensive accommodation plan.

Economically and Educationally Disadvantaged Students

The Higher Education Opportunity Program (HEOP) provides economically and educationally disadvantaged students with access to postsecondary education. There are currently 55 programs in the Independent Sector that serve more than 4,500 students annually. Sixty-six percent of these students are Black or Hispanic, and students in the HEOP program graduate at or above the national rate for all students. Eighty percent of HEOP students come from families that earn less than \$21,500, and for these students, higher education would not be possible without HEOP. Though HEOP only requires an institutional match of \$0.15 for each state dollar, participating institutions have been matching the state portion of HEOP funding at nearly \$5.00 for every state dollar, demonstrating their commitment to these students.

Building on HEOP

Most Independent Sector colleges and universities have programs and resources to improve access for economically and educationally disadvantaged students in the absence of, or in addition to, HEOP. Some schools partner with other state, federal, or nonprofit sponsored programs, including: C-STEP, designed to recruit minority students into STEM fields; McNair Scholars, which supports first-generation, low-income students in engineering and research

sciences; and the POSSE Foundation, which helps recruit high school students with extraordinary academic and leadership potential who may be overlooked by the traditional college selection process. Institutions have also partnered with local, inner-city school districts to encourage students to choose higher education, and some institutions provide tuition scholarships to promising but at-risk students from these local schools.

Financial Aid

One of the most significant barriers to higher education is cost—many students simply do not have the financial resources needed to begin or complete a college degree. State and federal need-based grant programs, such as the Tuition Assistance Program (TAP) and the Federal Pell Grant program, as well as federal Stafford Loans, are vital programs that help students and their families afford higher education. Financial aid is crucial for many students in New York’s Independent Sector. The Independent Sector has the greatest number of TAP (82,105) and Pell (77,193) recipients at four-year institutions, and one in nine (11 percent) New Yorkers enrolled at a private college or university has a family income below \$20,000, a percentage that is comparable to SUNY.

New York’s Independent Sector of higher education has made assisting students in affording college a priority, and has stepped up those efforts every year, especially amid the economic downturn. While TAP and Pell have remained relatively flat in funding, private, not-for-profit institutions of higher education in this state expend \$3.7 billion annually in financial aid to needy students from institutional funds. To many students and families, this institutional aid means being able to attend college and/or being able to complete their degrees.

Most importantly, continued support from the State for established, proven programs will help all sectors of higher education meet the needs of all New Yorkers.

Remediation

Success at the college level is dependent on adequate preparation, but many students enter college with inadequate preparation for college-level work. According to the U.S. Department of Education, 34 percent of all new entering college students required at least one remedial class. This need for remediation also translates into lower degree completion: only 17 percent of high school graduates who require at least one remedial reading course and 27 percent who require at least one remedial math course earn a bachelor’s degree. The need for remediation presents a fiscal challenge as well. An analysis by the Bill and Melinda Gates Foundation’s Strong American Schools estimated that remedial education costs states and students up to \$2.3 billion annually.

Increasing the likelihood of degree completion of students in need of remediation is essential to meeting President Obama’s goal to make the United States the leader in educational attainment by 2020, but when the current outcomes are considered, it becomes

clear that efforts in remedial education are not helping students achieve at successful rates. Along with efforts to improve college preparation at the high school level, higher education institutions in New York State must make efforts to help students “catch up” and successfully complete their degrees. To address the needs of these students and help them succeed at the college level, colleges and universities in the Independent Sector have developed procedures to identify and serve those students in need of remediation.

In these challenging times, especially, institutions have redoubled creative efforts to improve performance at a significant expense to their operational budgets. Colleges and universities have found innovative ways to cut costs without sacrificing quality, thereby helping improve student services while keeping increases in tuition to historically low rates. These efforts have proven successful. On average, private, not-for-profit colleges and universities raised published tuition in 2009-10 by the lowest rate in 37 years (4.3 percent), and raised tuition in 2010-11 by the second lowest rate in 37 years (4.5 percent). Institutions have also developed ways to increase student performance, improve graduation and retention, attract talent from outside New York State, and prepare New York’s future professionals.

Proprietary Colleges

The State Education Department’s regulatory apparatus is also very important. The Department needs to carefully weigh the desire to create access for students who may not have programs or degrees locally or that cannot obtain the courses versus the actual need for programs and the possibility of over saturation in a geographic area. One recommendation would be for the Department when looking to approve online programs is whether there is an actual need for the program. There needs to be a strong up-front check to test the true need for a new program.

More specifically, the Department should consider investing and utilizing technology more, especially as it relates to Master Plan Amendments (Amendment and Program Approvals (approval). Currently, there is not a way to submit an amendment or approval online. Many of the forms required are available on the website but need to be downloaded, manually completed and then sent to the Department. This process should be streamlined and submissions should be online. Another recommendation is for the Department to restructure the website and make information easier to find and more transparent. Program approval is a good example. The Department should make it very clear, upfront, what is needed for a specific program approval. Timelines on both the Department and the institution should be implemented. This would help reduce duplication and ambiguity, and improve better use of staff resources within the Department and at the college. In many instances, new programs result in a need from the local workforce, improved and planning for enrollment and degree completion, will also help economic development.*

* In response to concerns raised, the Department proposed and the Regents agreed to a new system of review using an electronic submission platform and a more structured review process.
Power point presentation on the proposed Program Approval Process: June 2012 Board of Regents Meeting.

Reduction by higher education institutions of growth in operating costs: As in any type of organization or operation, cost reduction without loss of quality comes primarily from improved productivity (through technology and in other ways), and from reduction of waste. Greater use of online offerings can be a useful application of developments in technology. Some institutions foster the use of e-books. The tuition-freeze technique is used by some institutions, but is of course not a permanent solution and can result in a barrier to desirable improvement in the offerings of the institution. Use of articulation agreements with high schools tends to reduce the cost of recruitment. And consistent monitoring of operating costs is imperative. The relative advantages and disadvantages of renting rather than owning college real estate should be carefully considered. The costs associated with recruitment should be carefully controlled by such approaches as assessing the effectiveness of the various types of media, by using student, alumni and employer testimonials, by fostering an active alumni organization, and by encouraging students to participate in community-focused volunteer activities.

Adjustment by institutions to changes in demand for higher education; improving diversity: Adjustment to changes in demand for the substantive areas of knowledge and skill offered by a given institution requires keeping a very close ear to the ground in the institution's catchment area. The techniques for doing that can range from following the "want ads" to maintaining close relationships both with local employers and with such business organizations as chambers of commerce, and to consistent use of business publications, both governmental and private sector, coupled with periodic reviews of all programs. Improving diversity within the student body has been a fundamental objective of proprietary colleges in New York for many years. That objective is reflected in their policies, catalogs, other publications, promotional material and advertising; and in relationships with organizations in their respective catchment areas that seek to advance the interests of members of the various minority communities. One institution is currently developing the framework for a multicultural center that would involve linkages with other postsecondary institutions that share those values and efforts.

Improving retention and graduation rates: Techniques and initiatives currently in use by proprietary colleges in New York to improve retention and graduation rates include: providing financial packaging for full academic programs from matriculation to graduation to enable students to plan accordingly; expanding new student orientation; assessing incoming students for proficiency in basic academic areas and providing appropriate remedial programs; requiring first-year incoming students to attend a course introducing them to the institution and to the nature of the experience that lies before them, sometimes coupled with a student mentor for every new student; offering or requiring participation in student "focus groups" to elicit student feedback on important aspects of their experience at the institution; keeping students informed

<http://www.regents.nysed.gov/meetings/2012Meetings/June2012/MPAProcess.pdf>

Update to the Regents on the Program Approval process: September 2012.

<http://www.regents.nysed.gov/meetings/2012Meetings/September2012/912hei1.pdf>

of the resources available at the institution or elsewhere for dealing with student problems, academic or otherwise; improving financial planning and debt repayment programs; expanding assistance with course selection; making sure that incoming students either have or promptly acquire computer literacy; offering instruction in time management skills, financial literacy, personal coping skills, motivation and study skills; and encouraging and assisting an active alumni association that gives current students opportunities to network with successful graduates.

Higher education institutions are in a unique position in their communities to sponsor lectures, field trips, workshops and other career-related events, and to offer financial orientation for families; undertake early identification of and intervention with underperforming students; provide learning support for basic skills; operate a peer mentoring program; offer student leadership programs; increase community awareness of high performing students; encourage increased “out-of-classroom” interaction between students and faculty; and increase support services for students taking courses online.

Using such services as tutoring and writing labs also increases retention and completion. And there is clearly a universal belief in the sector that continuation and strengthening of TAP, including restoration of full TAP for students attending two-year colleges in the sector, is of vital importance in improving retention and completion rates. Allowing students to complete three semesters in one academic year and having access to aid is directly tied to improving retention and graduation. Many of the institutions in the sector offer programs year round and students can enter at the beginning of each semester. This creates access and opportunity but also dramatically improves retention because students do not separate themselves from the institution at any time during the academic year. This also enables students to remain focused and complete their degree in less time.

Interest has also emerged in the creation of an inter-sector working group to discuss common problems occurring in all sectors, and providing mechanisms both for keeping SED apprised of problems in the field with which SED might be of assistance, and for providing experiential advice by institutions that have successfully dealt with the problem to institutions that have not. A useful component of such an initiative could be inter-sector and inter-institutional sharing of data.

Improving programs leading to professional licensure: Improved coordination between the Office of Higher Education and the Office of Professions is needed to ensure that programs being offered are quality ones but also fit within the larger context of the college and oversight by the Department. Students need to be made aware of the requirements for licensure up front, and data related to the success of students completing programs and becoming licensed should be made available, similar to graduation and retention rates. In instances where there are shortages of licensed professionals either statewide or in specific geographic areas, the Department should be in discussions with colleges currently operating about the need for more professionals and whether the shortage could be alleviated with additional programs. Many

colleges in the sector would be happy to discuss and work with the Office of Professions and the State Licensing Boards.

Students enrolled in programs leading to professional licensure should be offered licensure examination preparation modules through the online technique. Post-graduation continuing education activities can also be offered at nominal cost to the student. One specialized institution with a limited breadth of offerings in the health care field is considering a post-doctoral program to assist graduates with career development and practice management. And a program component on how the student can best prepare for a licensing exam and proceed during the taking of the exam can be a valuable component of any program leading to eligibility for licensure.

Getting more adults into higher education: Non-traditional students comprise a large segment of the enrollment in some proprietary colleges, especially in upstate NY. Many of these students have been separated from education for some time and are enrolling in higher education for the first time, or after having worked for several years. Non-traditional students have different needs than students coming straight from high school. Colleges need to acknowledge these differences and find ways to assist the student and help them acclimate into higher education and the rigors of coursework. Many of these students also have families and continue to work while going to college. As such, they need flexibility with scheduling of classes and support services available at night and on the weekends.

Another vital pathway of helping adults enter higher education is the ability to benefit test (ATB) and earning a GED by completing 24 credits of college coursework. Many of our colleges have these programs, and it is the only path for many adults who did not earn a high school diploma to gain the skills necessary to maintain or improve employment. Demand for the programs has increased as the economy worsened and the unemployment rose, especially for adults who may have dropped out of high school many years ago and have worked in a low-level entry position. After losing their job, they may realize that today's jobs require additional skills, or at the minimum, a high school diploma. The ATB/GED pathway gives students the ability to enter higher education, complete the GED and work towards gaining the skills necessary to re-enter the workforce. As the Department is looking at alternative high school graduation requirements, including a high school equivalency diploma, support for these programs should be continued and the need for expansion should be considered. The Department should also consider a study to look at the success of these programs and what components help students be successful and not only earn their GED but also graduate with an Associate or Bachelor's degree.

Other key activities include online course and program offerings; flexibility in program scheduling; cooperating closely with potential employers to stay aware of current and anticipated workforce needs; obtaining professional market research services to keep abreast of market needs, with emphasis on areas appropriate to adult learners; offering scholarships to prospective students who have interest in the fields where need exists; programming flexibility, offering non-matriculated study options for adults desiring additional academic work but not

wishing to pursue a degree; offering re-training programs to students whose skills have become outmoded; offering continuing education programs; encouraging employers to offer financial assistance for employees undergoing continuing education or retraining programs; offering tailored schedules for working adults, perhaps including evening and weekend offerings; retaining faculty with training and experience in adult education; and ensuring that older learners receive appropriate peer and staff/faculty support.

Emerging fields of growth and types of job: A fundamental area of growth for literally every institution, whatever its mission, is that of information technology. Institutions whose students are looking to employment in a setting that includes marketing are offering or considering programs that include such areas as web marketing, social media marketing interactive marketing, mobile apps, and other forms of online writing. The expanding substantive area of the economy identified most frequently by proprietary colleges in their master plans is health care, with the increasing need of health care providers for employees in both the hands-on professions and in the various levels and components of health care management. Several proprietary colleges in New York are looking intensively in that direction. Specialized services to business and assistance with technology advances are also seen as significantly growing areas. Other growing areas include financial examiners, sports and entertainment management, and criminal justice.

Enhancing import of students from other states and abroad: As in most other fields of human endeavor where competition among providers exists, the most effective drawing card is a superior product. New York State is fortunate to have at the peak of its educational regulatory system the Nation's most venerable education regulatory body, the Board of Regents. The imprimatur of that body, and the credentials (program registration) issued by the State Education Department, have long been powerful drawing cards for institutions authorized to confer degrees in New York. For that status to continue, it is imperative that the regulatory process continue to be perceived as both timely and fair. From an operational standpoint, increased online offerings by New York institutions will generate increased applications by out-of-state residents.

In terms of "spreading the word," both private marketing efforts and State "Why come to New York?" advertising in the various media should be enhanced and expanded, not only within New York but literally throughout the world. And the availability of adequate financial assistance is a factor for the great majority of students.

Innovation in financial assistance: While adequate levels of TAP, including awards to part-time students, and federal financial assistance continue to be imperative for the vast majority of those seeking to attend a proprietary college in New York, institutional scholarships and innovative payment plans are becoming increasingly essential and increasingly available. A State income tax credit for successful completion of a degree program might be considered. Redefining "full-time" status, and linking TAP awards to credits rather than semesters is urged. Consideration could also be given to providing direct financial assistance for successful programs that meet a specific need. For example, programs that enable high school students

to earn college credit while in high school; programs for Ability to Benefit Students (since Title IV not will be available after July 1, 2012), or programs that have high graduation rates for students that have traditionally not succeed.

Enhancing access, services and outcomes for individuals with disabilities: Faithful observance of the requirements of the Americans with Disabilities Act is of course the basic imperative in this area. Faculty and staff training by qualified professionals is essential. But many proprietary colleges are finding it desirable to go well beyond the required minimums in ensuring an environment and equipment for each student with special needs that maximizes the learning process. Some institutions employ special advisors to students with disabilities to ensure that all feasible accommodations are provided.

Address Out-of-State Institutions' Interest in Serving New Yorkers

Regents Initiatives in Response to Topic of Concern

One of the major responsibilities of the Regents is to ensure the quality of higher education institutions and their programs. The Regents have adopted a rigorous system of regulatory requirements that institutions must meet in order grant degrees or certificates in New York State. These regulatory requirements ensure that, when an individual enrolls in an approved college program, he/she can have some confidence that there is value in the degree awarded and that employers recognize that value and the skills that come with successful completion of the program. In recent years, there has been enormous growth in what are commonly known as "online" colleges. Several models for this educational format exist, and many of the colleges that offer these online degree programs operate as for-profit enterprises.

These online programs are extremely attractive to many individuals, particularly adult students seeking to complete a degree or obtain a higher degree level for career advancement. Online institutions offer thousands of programs, ranging from associates to doctoral degrees, throughout the country and the world, and it has been recognized that, when done correctly, online programs can be extremely rigorous academically. The advantages of such programs are that they are not limited geographically, students can engage in their work on their own schedule and can be taught by faculty located anywhere in the world.

However, there have also been documented instances of abuse committed by some of these types of institutions. For example, some online programs engage in high pressure enrollment tactics of students, many of whom are not prepared for college level work, and hire individuals to teach courses without the appropriate credentials or experience. As a result of these concerns, the federal government has issued guidance and recommendations related to State-level approval of out-of-state, online programs. In New York, our regulations currently apply only to those institutions that have a physical presence in the State. However, in those instances where an online program requires a clinical component for licensure, the institution must be registered with the Department.

The Board of Regents and the Department recognize the ongoing shift to more adult learners, both on an individual basis and through companies doing business in New York State. They also recognize the importance of allowing students access to the educational opportunities they determine best meet their needs and goals. However, for institutions of higher education to operate in New York State they must continue to meet our standards, as established in regulation, in order to guarantee the quality of the educational and economic opportunities for New York State and its residents. As we move forward, we will continue to review our standards to ensure that they stay current with the changing higher education environment.

Address Out-of-State Institutions' Interest in Serving New Yorkers

Sector Initiatives in Response to Topic of Concern

The City University of New York (CUNY)

The City University of New York already offers a very broad range of degree programs at the associate, baccalaureate, and graduate levels, as well as numerous credit and non-credit certificate programs. In addition CUNY annually enrolls more than 250,000 students in continuing education courses. The School of Professional Studies is the vehicle at CUNY that is structured to provide a speedy response to indications from the environment that there is a need for training and education that is not currently available. Examples of such programs include: Graduate Certificates in Disability Studies, Labor Relations, and Project Management; Undergraduate Certificates in Diversity in the Workplace, Labor Studies, and Understanding How Adults Learn; and Workforce Development Programs with the CWA (Urban Leadership) and SEIU Local 32BJ (Environmental Technology and Green Building).

We believe that most educational needs can be met through resources that currently exist in New York State. In cases where the resources do not exist and it would not be efficient to create them, the Regents should consider the need on a case-by-case basis.

The City University of New York, as well as other authorized New York State institutions of higher education, already offers a full array of online programs to the residents of New York. Therefore it is not clear, in most cases, what benefits there would be to New York State residents of non-New York State-based organizations offering online higher education courses or programs in New York.

State University of New York (SUNY)

SUNY's strategic enrollment management strategy may enable us to better meet student and market demand, which would reduce the need for out-of-state institutions to operate here. In addition, Empire State College, SUNY Canton and several SUNY community colleges have the capacity to offer online education to employees of national companies and

would be pleased to have the Education Department and other State agencies promote their programs and services.

SUNY has been a pioneer in distance learning since the early 1970s through Empire State College. In 1995, SUNY System Administration, Empire State College, and several campuses in the Mid-Hudson Valley launched the SUNY Learning Network (SLN), with funding provided by the Sloan Foundation.

Open SUNY, an online educational ecosystem, has the potential to be the nation's most extensive distance-learning environment, connecting students with faculty and peers from across the state and throughout the world—and giving them access to the best in open educational resources. Using a combination of online courses, an expanded YouTube channel, and an increased presence on iTunes U, Open SUNY will be launched in time for the fall 2013 semester.

While conventional enrollment management is associated with setting and meeting the goal of assembling a student body that comprises a predetermined and advantageous mix of students in terms of quality, number, and diversity in all its forms, strategic enrollment management is a far more dynamic task requiring an understanding of regional, national, and global contexts and future trends, as well as alignment with institutional mission. A shift to a strategic approach to enrollment can have an impact on every aspect of enrollment activities, including marketing, recruitment, tuition pricing, financial aid, student advising, and, of course, the mix of curriculum and degree programs offered to all students.

Independent Colleges and Universities

New York State boasts many of the world's greatest colleges and universities, and the examination of this issue should include how the Regents and institutions can work together to ensure that New York's diverse public and private higher education system continues to thrive.

One of the greatest strengths of New York's postsecondary education system is its high quality, because of rigorous standards that are determined and upheld by the Regents. All institutions, whether in-state or out-of-state, that seek authorization to offer degrees or grant credit in New York should meet the same Regents' rules and regulations regarding programmatic and institutional quality and capability, including licensure and accreditation, and in each instance of an out-of-state institution seeking to operate in New York, the need for additional facilities or programs should be fully evaluated in light of the plans, facilities, and resources of existing public and independent institutions, per the state's master planning statute as set forth in New York's Education Law.

Regarding the authorization of new institutions and the admission of institutions from outside New York that seek approval to operate in this state, processes for those approvals must be detailed, rigorous, and comprehensive, for the State of New York is committed to maintaining the highest standards for quality in higher education, as well as to considering the

need for those new or out-of-state institutions and programs and their effect on New York's existing higher education resources.

With more structure and predictability in the Regents' program approval and master plan amendment procedures applicable to New York's existing higher education resources, those institutions will be able to more quickly and effectively mount new programs in emerging disciplines as well as all other needed disciplines as New York continues to provide the highest quality and array of educational opportunities in the 21st century.

Proprietary Colleges

Regents policies; program offerings by out-of-state institutions: This Regents question appears to assume that out-of-state institutions seek entry into New York primarily because their programs are not offered here. Whether or not that is true appears to require some study. If it is the case, the results should be published among New York's higher education institutions to assist in their forward planning activities. If the Regents know there is a need for programs either in a specific geographic area or in a given occupation, the Regents should first work with the institutions offering programs in New York to fill the need before looking to out-of-state institutions. Out-of-state institutions should be required to demonstrate an actual need as part of their application. To the extent there is not a need, the Regents ability to decline to authorize unneeded new institutions should be firmly exercised. The Department might also offer assistance to institutions in the development of online or hybrid programs targeted to New York residents in areas not presently served adequately by New York institutions. There is belief in the sector that authority to operate on the ground in New York should be limited to those out-of-state institutions that are supervising students engaged in internships and clinical placements initiated on the home campus.

Should the Regents regulate purely online education offerings to New Yorkers who are employees of national corporations, pursuant to contracts with such corporations? The clear consensus is "Yes", unless the education offered to the employee does not lead to an academic degree or other recognized certificate of completion.

Proprietary colleges in New York State have been leaders in online education. Many institutions have been offering programs online for years. Each institution designs their programs to meet the needs of their students or to accommodate the industry related to the program. A lot can be learned from the experience of the proprietary colleges. Of those that offer online education, almost all of the institutions do not let first-time freshmen enroll full-time online. Many require students to meet certain requirements such as GPA, successful passage of lower level courses, counseling, or the institution may limit the amount of credits that can be completed online during a semester.

Online education also has many challenges that require colleges to have good oversight and proper professional development in place for faculty. Colleges in the sector work together and share best practices, advancements and have attended seminars put on by the Association

of Proprietary Colleges specifically related to faculty development and techniques. Another challenge presented by online education is creating a sense of community for students. To overcome this challenge and provide support to students, one college created an online virtual community for students that even allowed students to attend a virtual graduation ceremony and receive their degree.

There is a sense in the sector that the principal place in the higher education structure for primarily online learning is for those who, for whatever reason, do not have reasonable access to the traditional classroom environment. A noteworthy factor in this regard is the emphasis throughout the sector on the development in each student of the “soft skills” that every institution believes are essential to success in the student’s field, and a belief, sometimes expressed in the institution Plan and sometimes implicit, that acquiring those skills requires an “in-person” instructional environment. Some institutions in the sector are using or considering a “hybrid” approach to learning that combines appropriate online delivery with the classroom and campus experience. For students with limited opportunity for in-school attendance, flexible schedules combining in situ experience with online learning and internships can meet the needs of many students.

The Department also needs to help protect students that enroll in online programs with institutions that are out of state and not authorized or regulated by the Board of Regents. Too many students are enrolling in online programs, especially health- related fields, only to find out after completing the program the student is not eligible for licensure in New York State or there are no job available in that field. State authorization allows the Department to increase oversight of online programs operated by out-of-state institutions. Given the overall growth of online programs this is an area the Department and the Board of Regents need to focus on and consider regulations that will protect students.

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New York City Public Hearing summary of oral testimony and written comments

Presenter	Summary of Oral Testimony and Written Comments
Alexandra W. Logue, Executive Vice Chancellor and University Provost, The City University of New York	Promoting academic excellence – university as an integrated system, expense and access responsiveness to the needs of the University’s urban setting; reliance on data driven research to guide education policies and decision making
Regina S. Peruggi, President Kingsborough Community College, The City University of New York	Preparing high school students for college success via CUNYStart which addresses developmental needs prior to enrollment
Marcia V. Keizs, President, York College, The City University of New York	Continued creation of partnerships that expand and enhance access; improved undergraduate academic outcomes
Donald E. Simon, Assistant Vice President for Governmental Affairs, Monroe College	Adjusting the curriculum to meet the needs/requirements of local businesses – preparing students for the local workforce; “Jumpstart” initiative to address remediation
Ellen Schuler Mauk, Chairperson, New York State United Teachers Higher Education Policy Council	Invest in more full time faculty; lack of funding to community colleges
Kevin Stump, Higher Education Program Coordinator, New York Public Interest Research Group	Include a comprehensive plan addressing the lack of financial aid for graduate students; cost of tuition increases/decrease in financial aid for undergrads – how does it effect the economy
Cynthia L. Ward, Metropolitan New York Center, Empire State College, The State University of New York	Long term mission to serve adult students
Kimberly F. Stephan, Senior Director – Regulatory, Capella University, Minneapolis, MN	Establish a balanced and reasonable framework for overseeing the activities of out-of-state institutions
Steven London, First Vice President, Professional Staff Congress/CUNY	Proposed reforms to P-12 system will affect whether high school graduates are college-ready
Jacqueline LeBlanc, Vice President, LIM College	Common Core Standards/rigorous teacher prep programs and the role they play in college readiness; increase in demand for English remediation; expansion of articulation agreements and dual degree programs

Presenter	Summary of Oral Testimony and Written Comments
John Bierwirth, Superintendent, Herricks Public Schools	College and career readiness should be determined by multiple criteria not by a single exam and the cost of remediation; principal and teacher evaluation
Laura Anglin, President, clcu	Connection between school and career – early college awareness, e.g. LPP, STEP, GEAR UP; Focus efforts on preparing students for STEM fields
William Short, Director of HEOP, St. Lawrence University	HEOP professionals support access to undocumented students, but we have concerns regarding how financial resources
Merrily Sterns, American Museum of Natural History	Supporting connections between higher education and P–12 education, teacher preparation and professional development and providing college readiness
Terence M. Zaleski, Executive Director/ Counsel, Coalition of New York State Career Schools	The importance of proprietary schools as an integral part of the K – 16 continuum in the education and training needed for a competitive 21st century workforce
Michael J. Hatten, Global Business Institute and the Advisory Council for Registered Business and Licensed Trade Schools	ATB students in our state are no longer eligible to participate in Title IV federal student financial aid and that the non-degree sector of postsecondary education is uniquely poised to facilitate access and contribute to the employment opportunities for a significant number of New Yorkers
Paula Perez, Dutchess County Community College on behalf of the New York State Disability Services Council	Important to take into consideration that students with disabilities includes those with the most severe intellectual and physical disabilities to those with above average intelligence with physical or mental impairments. Services on campuses need to be improved and upgraded consistent with needs of students
Michael Molina, Fordham University and APACS, Inc.	Recognition of the outstanding accomplishments of the STEP and CSTEP programs
Linda Weinberg, SUNY Delhi	Remediation of underprepared students places a significant burden on colleges (faculty, staff and fiscal resources), which is even greater for students with disabilities

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Buffalo Public Hearing summary of oral testimony and written comments

Presenter	Summary of Oral Testimony and Written Comments
Sonja Brown, Associate Dean, Niagara Frontier Center, Empire State College	Championing quality monitored on-line education and utilization of prior learning assessment
Jeffrey Tredo, Director of NYS campuses, Bryan & Stratton College	Themes of collaboration, shared expertise, thoughtful interaction with the P-12 system and the importance of leveraging our understanding of both student and employer needs
Kathy Hoffman, Coordinator of Special Services, Erie Community College	Need for greater accessibility to all aspects of higher education and additional resources for assistive learning devices for students with disabilities, and suggests that SWD meet the same standards as other high school graduates to be better prepared for postsecondary education, make a commitment to compliance with ADA universal design
Jamie Dangler, Vice President, United University Professions	Inadequate funding and staffing for higher education; and a mismatch between broad-based initiatives and realistic opportunities to realize goals given limited resources
Phyllis Breland, President of HEOPPO and Director of Opportunity Programs, Hamilton College	HEPPO is working towards repositioning staff and approaches to programming that will enable us to be even more responsive in service delivery, including new trends, increased support needs, and anticipating real or implied obstacles to student success in HEOP projects around the state. HEOP Works!
Timothy Downs, Vice President for Academic Affairs, Niagara University	Review policy and regulation to ensure that we have not developed barriers to postsecondary access, establishing a Career and College Readiness Center, piloting the edTPA and to be working directly with the National Board for Professional Teaching Standards
Denise Poland, Professional Culinary Academy	Provided a personal story about a past graduate from that program, lauding the successfulness of vocational rehabilitation
Steven J. Harvey, Executive Director WNY Consortium of Higher Education	Advancing higher education partnerships with business, industry elevating the Consortium as an economic driver

Presenter	Summary of Oral Testimony and Written Comments
Carolyn L. Boone, Associate Professor and Coordinator of Access & Equity Services, Tompkins Cortland Community College	The challenge of remediation and its impact on Community Colleges, putting more emphasis on students with disabilities, the double edged sword of increased enrollments with limited (or shrinking) resources
Catherine Carlson, Mid-Hudson Valley Disability Providers Consortium	Remediation of students at the postsecondary level, especially students with disabilities, and a commitment on the part of the test administrators to provide better accommodated testing environments
Wendy A. Paterson, Professor and Dean, School of Education, SUNY Buffalo State	Effective teacher and school leader preparation and certification requirements, and potential unforeseen negative effects of the APPR
Nancy Guevara, public citizen	Support for the comments submitted by the New York State Disability Services Council on the need to be more proactive, particularly in SUNY

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